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NEA Today

WASHINGTON, D.C. DECEMBER 1986

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION VOL. 5, NO. 4

Joe Di Dio

PARTNERS IN REFORM

The Mastery Approach

See page 4.

PRESIDENT'S VIEWPOINT

Sharing the Credit

Not too long ago, someone noted that if all the education reform reports of the last three years were laid end to end, starting in Peru. . . that would be for the best.

This tongue-in-cheek observation never struck a responsive chord within NEA. From the beginning, we have welcomed *all* efforts to diagnose the ills that beset our schools. But we are especially pleased by the latest round of blue-ribbon reports.

I urge you to read the documents issued over the summer by the Holmes Group, the Carnegie Forum, and the National Governors Association (NGA). I think you'll find that although each has distinct limitations, all three offer real hope for the future of our profession.

This new wave of reports reflects an emerging national consensus—a consensus that modern education demands teachers with more rigorous preparation; that every political "quick fix" invariably produces permanent problems; that the fastest way to demoralize professionals is to overregulate them; that teachers cannot hope to prepare students for the information age if they themselves are condemned to organizational structures derived from the industrial age.

In short, the treatises from Holmes, Carnegie, and the Governors deliver precisely the message that our Association has been delivering for at least a decade. Reading these reports gives rise not only to hope but to a sense of pride—and vindication.

The common thread that unites these most recent reports is the contention that teacher preparation programs must not

Joe Di Dio

NEA President
Mary Hatwood Futrell

remain neglected stepchildren within the higher education community. The imperative is to catapult these programs into the 21st century—and into the center of university life.

These observations are astute. But they are not novel.

The standards for professional preparation that the new reports champion closely parallel the standards long advocated by the National Council for Accreditation of Teacher Education (NCATE). NCATE has been urging the adoption of these standards since its creation in 1954—*more than three decades ago*.

I'm proud that our Association was one of the founding members of NCATE. Over the years, NCATE—the only accrediting agency recognized by the U.S Department of Education—has helped serve as the conscience of our profession. NCATE has never relented in its efforts to encourage teacher education institutions to foster and maintain national standards of excellence. (*See feature on page 9 of this issue.*)

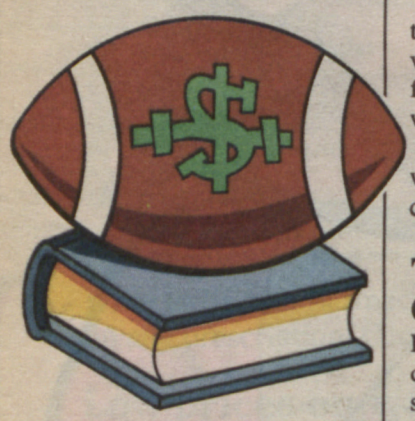
For this reason, it comes as no surprise that Holmes, Carnegie, and the NGA so often echo NCATE. The Holmes Report, for example, contends that subject-matter knowledge alone is not adequate to the complexities of life in the classroom. That position has been part of the NCATE philosophy since its inception.

Similarly, both Carnegie and the NGA place the issue of minority teacher recruitment front and center. The authors warn that unless efforts to attract and retain minorities intensify, our nation could find that it has created an entire generation of students alienated from the culture and the language of the United States.

Once again, that warning signal was flashed by NCATE even before the 1983 publication of *A Nation at Risk*.

I am in no way slighting the admirable work by Carnegie, Holmes, and NGA. I am instead celebrating the fact that these reports reflect the good sense that NCATE has for so long exemplified. And I am giving both our Association and NCATE a well-deserved pat on the back for hanging in there—and fighting for the integrity of our profession. □

TRENDS



Let's Get Those Priorities Straight

Calling a quarterback sneak is worth more in 24 states than heading the government, according to a *USA Today* survey.

The nation's top-paid university football coaches earn up to twice as much as their governors. Coaches' salaries are topped only by those paid the presidents of their respective institutions. In fact, 47 of the presidents of the 50 biggest state universities earn salaries averaging $30,342 more than their governors'.

But the presidents don't think that's enough. In the same survey they say their salaries are found wanting when compared with business and industry.

After all, it's a tough job watching out for those football coaches.

Teacher Shortage Catches Public Eye

Looks like NEA's recent ad campaign has spawned an offspring from the corporate world.

The Advertising Council, a national organization that produces public service messages about national problems, is focusing its latest crusade on the teacher shortage.

The print ads and television and radio spots will try to improve the public's image of teachers and encourage young people to consider teaching as a career.

Sponsoring organizations raise the funds necessary to finance the campaign. So far, IBM, TIME, Inc., Louis Harris and Associates, and the Rockefeller Family and Associates have lent their names to the project.

Abusers Still Using. . .

They may be—as the public service announcement says—"living a lie," but the lie is one that teens who use cocaine seem willing to die for.

Los Angeles researcher Daniela Alloro says Southern California teens claim very little fear of the drug itself, but are aware of the dangers of crack and free-basing.

One-fourth of those surveyed believe cocaine is safe in small amounts, while 3.6 percent claim it helps their schoolwork, 17.5 percent claim better athletic performance, 22 percent increased creativity, and 13.9 percent improved personality.

Surprisingly, 65 percent endorse testing for drugs as a way to head off peer pressure—which they identify as the number one reason teens try drugs.

. . .And Users Still Abusing

If you've ever ignored prescribed medication or altered the dosage on your own, you're one of the rising number of Americans classified as drug "misusers."

At least half the 1.6 billion remedies dispensed each year are used improperly, according to government figures.

This "other drug problem" causes millions of deaths a year, along with recurring illnesses and avoidable side effects. More than 10 percent of hospital admissions are estimated to be due to prescription drug misuse.

Blaming it all on physicians who fail to provide adequate consumer information won't wash. Food and Drug Administration Commissioner Dr. Frank Young stresses that patients must take an active role in their health regimen by assuming responsibility for following doctors' orders.

What Goes Around Comes Around

Lack of role models for Blacks aspiring to study science in college may account for their decreasing enrollment in science courses. And the resulting decline in numbers of Black

scientists means fewer will end up in the college classroom.

The 101 historically Black colleges accept some of the blame, admitting that science and technology play a small role in their overall curriculum. Interest and investment in such programs have been low, resulting in outdated equipment and limited research.

How can this trend be reversed? New corporate interest and continued federal funding should help pave the way for future generations of Black scientists. □

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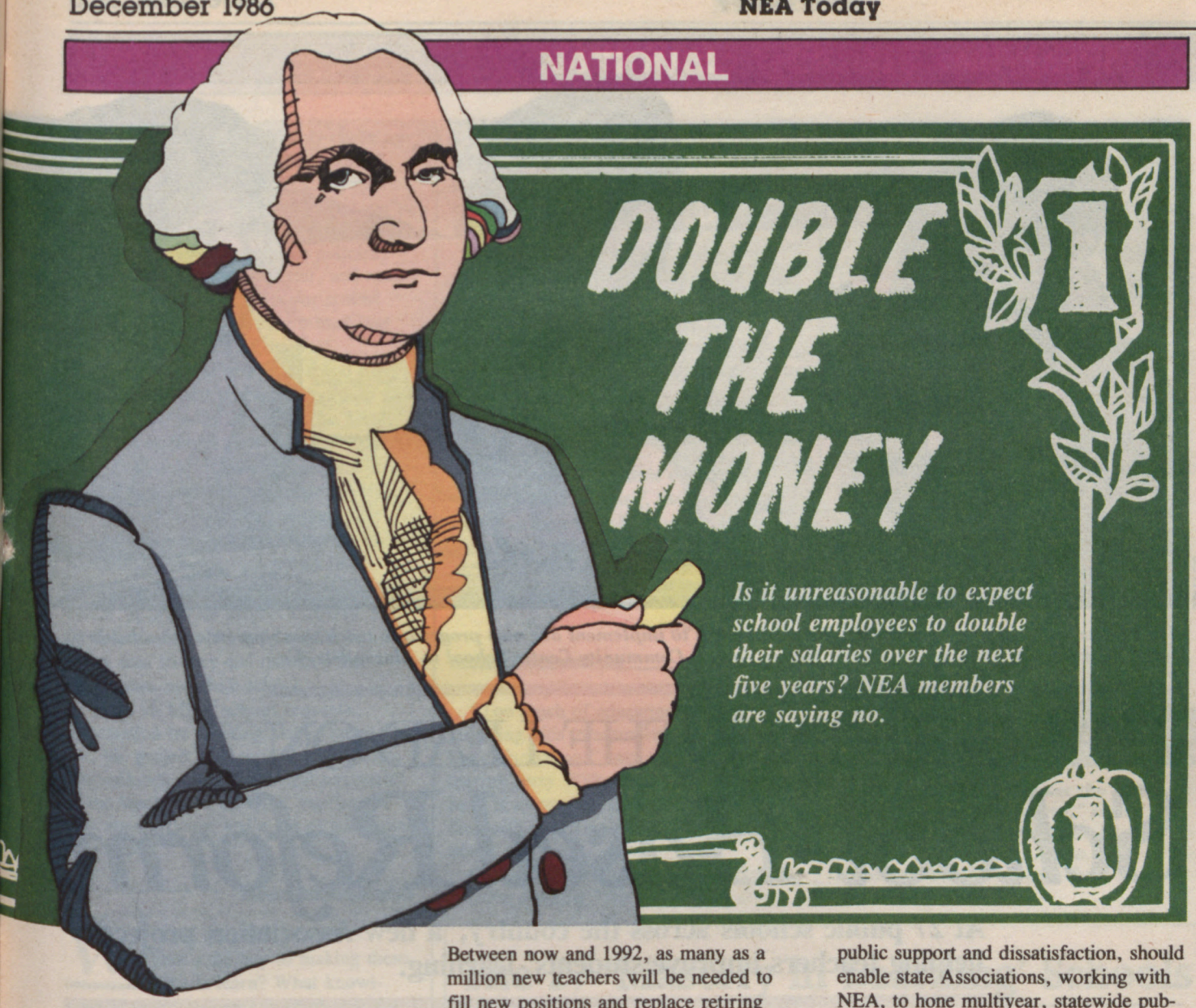

DOUBLE THE MONEY
1
Is it unreasonable to expect school employees to double their salaries over the next five years? NEA members are saying no.

In 1985 an NEA-commissioned Gallup Survey showed they made up just 1 percent of the teaching profession: the fortunate few earning $40,000 or more a year. Whether that minuscule minority will become the majority depends on the success of an Association-wide effort to boost members' compensation.

The NEA Executive Committee and Board of Directors, state Association presidents and executive directors, and national and state affiliate staff are active partners in this unified initiative—an ambitious five-year drive to make real breakthroughs on school employee pay. Coordinating the effort is John Dunlop, manager of program development in NEA Affiliate Services.

"In recent years," Dunlop points out, " we've watched the salary/benefit issue emerge as the soft underbelly of the education reform movement. The reformers tend to assume there'll be no new monies available and so gravitate toward politically attractive, quick-fix schemes like merit pay, which would raise salaries for an elite group while ignoring the vast majority."

Education salaries have traditionally been low, and seeming gains in recent years have been minor when adjusted for inflation. Over the whole decade from 1975-76 to 1985-86, classroom teachers' average "real" salary rose less than 3 percent. In nine states, average teacher salaries actually *lost* purchasing power.

Many smaller school districts still pay first-year teachers less than $13,000 a year. Last year, the national average salary for a teacher with 15 years' experience was just $23,546.

Given the realities of teacher pay, the recent projections of a massive teacher shortage should come as no surprise. Between now and 1992, as many as a million new teachers will be needed to fill new positions and replace retiring staff. But the percentage of college students preparing for teaching careers has dropped—sharply. Unless salaries can be boosted significantly, it seems likely that the top college students will continue to select better-paying career options.

Joe Di Dio

Compensation program coordinator John Dunlop

The call for an all-out Association push to raise members' compensation was first sounded at the 1985 NEA Representative Assembly, as delegates voted for a new business item directing NEA to implement "a visible and effective multiyear strategy to improve significantly the salaries of teachers and other school employees."

NEA Executive Director Don Cameron was quick to respond. "Our goal is to double the average teacher's salary by 1991. And that may mean coming up with the most imaginative, politically durable funding alternatives in the history of American education."

Two polls released this past summer suggest that the climate is right for a push to boost compensation. Some 82 percent of the Americans surveyed by Louis Harris said they back paying teachers on a level with accountants and other professionals. And a nationwide Gallup poll found that 54 percent of Americans favor raising teacher salaries even if it means paying more in taxes. Those surveyed said beginning teachers should earn an average of $20,700.

NEA has just completed new polling designed to provide the most comprehensive look yet at attitudes toward public education and teacher compensation. The findings, pinpointing critical areas of public support and dissatisfaction, should enable state Associations, working with NEA, to hone multiyear, statewide public relations, legislative, and other efforts toward securing greater compensation.

Two states already have initiatives under way.

► The Michigan Education Association has launched a vigorous drive to help members understand that a doubling of salaries by 1991 is an *attainable* goal. A $100,000 radio campaign last spring and widespread airing of NEA's salary-oriented TV spots during the back-to-school period this fall have brought the issue to the public.

The strategies used in Michigan's five-year effort may be "as non-traditional as it takes to get the job done," says MEA President Larry Chunovich. Those strategies could involve ballot-box initiatives, such as a proposal to redirect a portion of the state sales tax or income tax to gain added resources for school employee salaries.

► In Wisconsin, where community involvement has been a hallmark of the compensation drive, the Wisconsin Education Association Council is pushing for radical tax reform. WEAC hopes to replace public education's traditional reliance on local property taxes with increased reliance on state resources, including sales and income taxes. A rally planned for the new legislative session is expected to bring some 50,000 voters to the state capitol in support of the proposed tax alternative.

Meanwhile, WEAC hopes to top last year's salary goal by increasing locally bargained raises from last year's achieved average of $2,000 to $2,250 per member.

"In the past, we've gone into salary negotiations with such small requests," reflects WEAC President Jim Blank. "Our requests will be small no longer."

—Vicky Lytle

News Beat

● The U.S Department of Education has collected over $229 million in **overdue student loans** since the Internal Revenue Service added its collection clout. Last year the IRS began sending warnings to taxpayers whose student loans had come due. That action alone brought in some $30 million, but the lion's share of the take—some $130 million—came in after the IRS began withholding tax refunds from former students with outstanding balances. Overdue student loans total more than $3 billion.

● A new NEA Research poll of some 1,800 NEA **education support personnel** (ESP) members came up with a national profile of this fast-growing membership group, now numbering more than 100,000. The typical NEA ESP member is a married white woman, over 45, with a high school education. She earns about $12,000 a year at a full-time job and lives in the community where she works. Nearly half those responding are dissatisfied with their wages, but more than 80 percent are satisfied with their work and the support they receive from colleagues.

● Membership in the 90-year-old **National PTA** climbed by more than 200,000 this year, the fourth consecutive year of growth. Total PTA membership now stands at 5.8 million.

● One-third of all public school **kindergartners** attend full-day sessions, says a new study from the Educational Research Service. More than 40 percent attended some type of day care, nursery school, or preschool before entering kindergarten. The survey also notes a decrease in median kindergarten class size—from 28 in 1961 to 23 today.

WELL PUT!

"States and local school districts have responded [to *A Nation at Risk*] far more positively and with more enthusiasm and effect than any of us had dreamed possible. They must maintain their active participation. But the reform movement is at a point where initiatives by the federal government would have far more impact than even three years ago."

—University of California President David Gardner, who headed the National Commission on Excellence in Education

IMPROVING STUDENT LEARNING...

We want more than. . .schools that trap us between the two covers of the textbook, the four walls of the classroom, and the six periods of the day. . . . Our nation's teachers are eager for change—qualitative, not just quantitative change.

—NEA President
Mary Hatwood Futrell
June 30, 1985

"You're going to change, and your schools are going to change," says Deni Byrnes. "As teachers, you're going to start making decisions about what goes on in your classrooms and your building.

"The barriers between teachers will come down as you work together to improve your school," Byrnes continues. "Your students will begin to feel different about themselves, each other, their school. They'll sense the staff's excitement and become excited themselves."

Byrnes' co-worker Michael Dicus agrees. "The biggest thing that's happened to us at Hillside," he says, "is the realization that we—teachers—can decide how to make our school better and implement those changes. Our expectations of ourselves are heightened. We realize that *we* can do it."

Byrnes and Dicus teach at Hillside Junior High School in Simi Valley, Calif., north of Los Angeles. Hillside was one of six schools across the country to pilot the new NEA Mastery in Learning Project (MILP) last year.

Along with two other teachers from their school and three from other pilot schools, Byrnes and Dicus recently participated in an orientation session in Seattle, Wash., for faculty members from schools new to MILP this year.

As "veterans" of the 18-month-old project, the seven teachers gave faculty from the new schools—in Hawaii, Idaho, and Minnesota as well as Seattle—a sense of what to expect.

"You're going to have some hard times the first year," warned Anita Barrett, a fifth/sixth grade special education teacher at Conejo Elementary School in Thousand Oaks, Calif., not far from Hillside.

The Mastery in Learning Project, she pointed out, "is the first time anyone has said to teachers, 'This is your project. *You* decide what needs to be done in your school—and do it.'

Bill Davidson

"The project has encouraged teachers to think creatively, try new things, and share them," says Sue Norman of California's Hillside Junior High.

Joe Di Dio

"The Mastery project has given our staff the resources to implement our own program to teach thinking on a schoolwide basis," says Jerry Wilkening, teacher at Mount Vernon Community Center School in Alexandria, Va.

TEACHERS TAKE THE LEAD ON School-Based Reform

At 27 public schools across the country, a new Association project is helping teachers improve students' learning.

Joe Di Dio

Linda Dixon (also seen on the cover of this issue) is a first grade teacher at Mount Vernon, an MILP pilot school.

"It's scary at first. But you get through that. And then the real excitement—the real energy—begins. You decide on programs, implement them, see changes in your students, and realize they're benefiting from what you're doing."

The Mastery in Learning Project is now in operation at 27 schools in 19 states—the 6 pilots plus 21 more schools that came on board this fall. The schools were chosen for their diversity, from more than 700 applicants. Together they represent a cross-section of America's public schools *(see box on page 5)*.

The project doesn't focus on any one type of school. Its purpose is to demonstrate to educational policy-makers—state legislators, superintendents, school boards—that a faculty-led, school-based approach holds the key to improving *all* public schools.

"If we're serious about changing schools," says Robert McClure, the longtime NEA Instruction and Professional Development staff member who now directs the mastery project, "we've got to involve—to empower—the people who do the educating: the teachers.

"By empowerment I don't mean the raw use of power," he explains. "I'm talking about teachers having the insight and the information necessary to make wise decisions about their schools. I'm talking about teachers having the right to make schoolwide decisions—and to be responsible for them."

The Mastery in Learning Project provides teachers with the resources to figure out how to best meet the needs of their students—and the structure to implement the changes.

"The bottom line is student mastery," says McClure. "Empowering teachers can empower students to learn what they'll need to succeed in the 21st century.

"Achieving real mastery," McClure adds, "involves restructuring our schools—looking at learning styles, teacher and student roles, instructional strategies, student materials, the use of time. But each individual school has to be restructured differently, based on its own students and community. And it's up to the faculty to determine what is best for each school."

Look at our schools today. We have too many good students who are poor learners....They don't question. They don't invent. They don't seem to know how to dream.

—Mary Hatwood Futrell
June 30, 1985

Educational researchers now know a lot about how children learn and how curriculum can be organized to achieve real student mastery. This knowledge could enable our nation's public schools to allow *all* their students to master what is taught.

What's lacking has been a way to put this research—in a succinct form—in the hands of teachers so they can apply it to their students and their schools. That's what the NEA Mastery in Learning Project is designed to do.

"There's no *one* correct way for students to learn," says Hillside English and history teacher Sue Norman. "Go to any library—you'll find a million different instructional approaches.

"At Hillside we used to each go our individual way—doing what we thought worked best for our kids in our classrooms. MILP has brought us together. We now share ideas—successes, failures. We're working together to find what's best for our students."

When a school first joins MILP, the staff develops a detailed description and evaluation of their school. Using instruments developed by the project, the entire staff draws a "word picture" of the school and a catalog of its strengths and weaknesses.

The staff then decides on four to six priorities to work on during the first year of the project and forms committees for each priority area.

"One of the surprises of the pilot year," says McClure, "is the similarity of problem areas identified by the faculties of diverse schools.

"These included the expected—like discipline—as well as those areas often neglected in schools—thinking skills, parent involvement, and 'gray area' or almost-at-risk students.

"The school priorities are similar," McClure adds, "but their solutions will be as diverse as the schools themselves."

At California's Conejo Elementary, the faculty selected six priority areas—the four mentioned by McClure, plus raising the expectations that teachers communicate to their students, and establishing a first grade with low enrollment for children who need extra attention as they start their school careers.

...AN ASSOCIATION APPROACH

"In retrospect, we probably chose too many areas for such a small school," says Carol Ziebel, a K-3 reading specialist at the 365-student school. "But we've made progress on all of the priorities—developing clearer discipline policies, instituting a parent newsletter, and sending teachers to workshops for special training that they've brought back and shared with the rest of the staff.

"Teachers didn't have to spend their time digging into research reports to find fresh ideas," adds Ziebel. "The TRaK information the project provided to us was invaluable. It gave us access to research in an easy-to-use format so we could make intelligent decisions."

The TRaK (Teaching Resources and Knowledge) system is a unique electronic data base being developed by MILP. It provides project teachers with the latest research and programs in a given area so they can decide which approaches suit their school.

When an MILP school requests information on thinking skills, for example, the project staff assembles a packet that includes a brief historical overview of the teaching of thinking, reprints of important articles, and a list of additional resources.

We have all asked ourselves: What's the key to making these students learn? What knowledge is really essential to spark that fire of curiosity? But we rarely have the time to compare notes or shape new approaches.

—Mary Hatwood Futrell
June 30, 1985

"We have a lot of really dedicated, talented teachers in this school," says Jean Reid. "But they were teachers getting tired of teaching—the paperwork, the dictated curriculum, the restrictions.

"What's so wonderful about this project is seeing them rejuvenated. Seeing them turned loose to design curriculum and make this school really work for our kids."

Reid is a reading specialist at Mount Vernon Community Center Elementary School in Alexandria, Va., an MILP pilot school across the Potomac River from Washington, D.C. The Mount Vernon faculty have been working on their instructional program, parental involvement, and discipline for nearly a year.

Although Mount Vernon's students are 53 percent Black and 16 percent other ethnic minorities (primarily Hispanic), the small group of involved parents has tended to be primarily white.

"We recognized that improving student achievement rested in part on involving more parents—especially minority parents," explains Ann Anderson, the school's other reading specialist and co-chair, with Reid, of the MILP steering committee. "And with the staff really working on it—sponsoring events, sending personal notes home, making phone calls—we've come a long way in a year."

PTA President Angie Godfrey agrees. "The teachers have really reached out in positive ways—and made parents who never came to the school before feel welcome.

"There's an exciting feeling in the school—everybody is energized. Parents feel much more open toward the teachers. We know they're working hard to do their best for our kids."

Improving the teaching of thinking and writing are among the priority goals set by the Mount Vernon faculty. Two faculty committees, with help from MILP's TRaK, have designed a number of activities and programs for teachers to try with their students.

What's at stake is our students—their learning, their growing, their lives. Our constituency is America's children. That's why we are in this profession.

—Mary Hatwood Futrell
June 30, 1985

"Too much of education is about requiring kids to memorize basically useless information," says sixth grade teacher Jerry Wilkening. "What students need is to develop skills to help them deal with problems as they arise—to think.

"It's difficult to teach—and evaluate—creative thinking," he adds. "But after looking at the research, we've designed a program—with pre- and post-tests and control groups—that we think will work for our students. And we're trying it out at every grade level."

Thinking isn't new in Wilkening's classroom. The veteran teacher has long pushed his students to *ask* as well as answer questions. What's new is sharing his ideas with his co-workers—and helping design a program that has the support of the entire school.

"The mastery project has brought our staff together and renewed their interest in teaching," says Mount Vernon Principal Walter Krug. "The teachers are tackling the most important issues in the school. And they're doing a better job than I could—because the program is theirs."

Ann Anderson puts it most succinctly: "This project is about teachers working together to make schools better for kids. It's made me proud all over again to be a teacher."

—Heidi Steffens

Bill Davidson

"This project puts NEA at the forefront of education reform," says Donna Johnson of Orchards Elementary in Lewiston, Idaho. "It empowers teachers—and that's the way to help kids."

Bill Davidson

Saki Shimizu, teacher, and John Moffitt, principal, of Seattle's Kimball Elementary. "It's exciting to see the staff take leadership," says Moffitt. "When teachers make the decisions, they're committed to them."

The 27 'Mastery in Learning' Schools

NEA's Mastery in Learning Project includes 27 elementary, middle, junior, and senior highs in urban, suburban, and rural communities of varying socioeconomic makeup.

The 27 include schools with strong academic programs and schools with high dropout rates. Their student bodies are composed, in varying proportions, of all the different racial and ethnic groups that make up our nation.

Requirements for joining the project included approval by a 75 percent vote of the faculty and support from the local school district.

The project budget for each school is $28,000 a year. NEA provides one-third of those costs. State and local Associations, the school district, and the local parent group provide an additional third. The balance is raised by the staff from foundations, businesses, state education departments, or all three.

For general information, write to Robert McClure, Director, Mastery in Learning Project, 1201 16th St., N.W., Washington, DC 20036. For details about a particular school's project, write to the people listed below.

Arizona
- Aire Libre Elementary (*Pat Schaefer*) 16428 North 21st St., Phoenix 85022
- Greasewood/Toyei Boarding (*Della Denetso*) The Navajo Nation, Ganado 86505
- Maryvale High (*Nel Ward*) 3415 North 59th Ave., Phoenix 85033

California
- Conejo Elementary (*Emily Avey*) 280 Conejo School Rd., Thousand Oaks 91362
- Hillside Junior High (*Deni Byrnes*) 2222 Fitzgerald Blvd., Simi Valley 93065

Colorado
- Centennial School (*Nancy Robbins*) P.O. Box 347, San Luis 81152

Florida
- St. Petersburg High (*Carol Gray*) 25011 Fifth Ave. N., St. Petersburg 33713
- Wildwood Middle (*Jeff Wright*) 200 Cleveland St., Wildwood 32785

Georgia
- Westwood School (*Nancy Sims*) 708 Trammell St., Dalton 30720

Hawaii
- Ahuimanu Elementary (*Grace Ing*) 47-470 Hui Aeko Place, Kaneohe 96744

Idaho
- Orchards Elementary (*Donna Johnson*) 3429 12th St., Lewiston 83501

Iowa
- Paul Norton Elementary (*Bette Kulas*) 4485 Greenbrier Dr., Bettendorf 52722

Maine
- Wells Junior High (*Sue Walters*) Route 1, Post Rd., Wells 04090

Massachusetts
- Diamond Middle (*George Saxon*) 99 Hancock St., Lexington 02173

Michigan
- Sterne Brunson Elementary (*Patricia Rodez, Kathy McCumber*) 1131 Columbus St., Benton Harbor 49022

Minnesota
- Willow Creek Junior High (*Vivien Wissink, Pat Campbell*) 2425 S.E. 11th Ave., Rochester 55904

New Jersey
- Atlantic City High (*Judith Elstein*) Albany and Atlantic Aves., Atlantic City 08401

New York
- Mynderse Academy (*Walter Gable*) 105 Troy St., Seneca Falls 13148

North Carolina
- Gaston Junior High (*Deborah H. Ivery*) P.O. Drawer J, Gaston 27832

Ohio
- Clinton Elementary (*Joan Cogan*) 7927 Fulton, P.O. Box 40, Clinton 44215

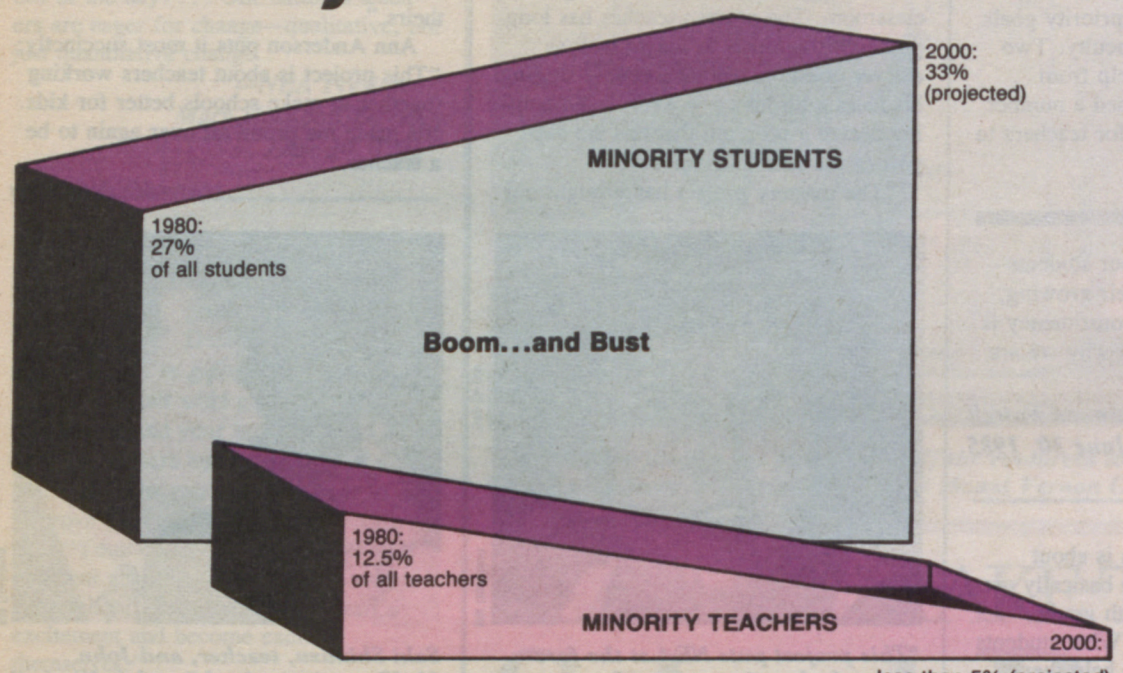
Tennessee
- Northeast High (*Diane Tombs*) 3701 Trenton Rd., Clarksville 37040
- Spring Creek Elementary (*Gloria Barr*) 1100 Spring Creek Road, Chattanooga 37412

Virginia
- Check Elementary (*Pamela Rumburg*) Route 1, Check 24072
- Mount Vernon Elementary (*Jean Reid*) 2601 Commonwealth Ave., Alexandria 22305

Washington
- Cleveland High (*Faith Beattie*) 5511 15th Ave. South, Seattle 98108
- Kimball Elementary (*Judith Blackard*) 3200 23rd Ave. South, Seattle 98144
- Whitman Middle (*Ed Mercado, Nitamarie Bailey*) 9201 15th Ave., NW, Seattle 98117

HUMAN RIGHTS

Where Have All Our Minority Teachers Gone?



Minority teachers are rapidly becoming an endangered species.

In 1980, 12.5 percent of all public school teachers in the U.S. were members of ethnic minority groups, the Education Department reported. By the year 2000, many predict, minority representation in the nation's teaching force will drop to *less than 5 percent.*

This sharp decline in the number of minority teachers comes at a time when the number of minority students is on the rise. In 1980, 27 percent of public school students were ethnic minorities. By the turn of the century, this figure will increase to 33 percent—one of every three students.

A national shortage of minority teachers has severe implications for minority *and* majority students.

"The lack of minority teachers means a decrease in minority role models—and indirectly could lead to a lowering of aspirations among minority youth," warns G. Pritchy Smith, University of North Florida education professor and a leading authority on the minority teacher shortage.

Smith calls the situation "devastating" and adds, "White students will suffer without one-to-one interaction with teachers from cultural groups outside their own. The presence of minority teachers contributes to the quality of education for all children in a pluralistic society."

Teacher shortages can be traced to a number of factors. Potential teachers are lost when students drop out of high school, when they can't afford college or choose not to go, when college students elect not to prepare for teaching, and when teaching candidates fail entry, exit, or certification exams.

Students who fall away at each bend in the educational "pipeline" are disproportionately minority.

► *High school dropout rates are higher for minorities than for whites.* According to the National Center for Education Statistics, the national dropout rate for whites is 13 percent, compared to 17 percent for Blacks, 19 percent for Hispanics, and 29.2 percent for American Indian/Alaska Natives. Other organizations cite much higher numbers. In some cities, dropout rates for minorities are over 50 percent.

► *Fewer minorities are going to college.* Minorities have accounted for a smaller and smaller portion of the nation's total college enrollment since the mid-1970s, according to the U.S. Education Department.

In 1976 more than one in three Black high school graduates (35.5 percent) went on to college; by 1983 only 27 percent did. The percentage of Hispanic high school graduates enrolling in college dropped from 35.8 to 31 percent over the same seven years.

Lack of financial aid may be one reason fewer minority students are going to college. A 1985 study by the American Association of State Colleges and Universities concludes that minority students are less able now to afford college tuition than they were in 1980.

South Carolina's Jackie Gilmore, former science teacher and now assistant principal at McCracken Junior High School in Spartanburg, says early tracking may be part of the reason why some minority youth are not college bound.

"We make decisions about whether students will get a high school diploma or an attendance certificate when they're still in eighth grade," Gilmore says. "That's too early to be deciding someone's future."

► *Once in college, fewer minorities are choosing teaching as a career.* "There's been a dramatic drop in Black undergraduates' interest in education as a major," reports Joan Baratz-Snowden, director of education and policy research and services for the Educational Testing Service (ETS).

"In 1966 education was by far the most popular major—23 percent of the [Black] students so declared. But by 1978 only 8.9 percent of Black students were education majors," Baratz-Snowden adds. "This is a 60 percent decline in Black students compared to a 30 percent decline in all education undergraduates."

San Jose fifth grade teacher Nadine Potter says college-educated minorities aren't choosing teaching because they have more attractive options. "Here in California, everybody's looking for minorities. Corporations are offering more money, better benefits, better working conditions, and less stress. That's where minorities are going—not to the classroom."

—Stefanie Weiss

Next Month

The January/February *NEA Today* will look at the impact of teacher testing on the minority teaching pool—and at potential solutions to the minority teacher shortage.

WASHINGTON WATCH

~~Reforming~~ ~~Revising~~ ~~Rewriting~~ Revisiting the Tax Laws

As the final vote on the most comprehensive restructuring of the Internal Revenue Code in three decades neared, an amazing thing happened.

The crowd of "tasseled shoes"—a term coined for the well-heeled corporate lobbyists working on the Tax Reform Act of 1986—suddenly disappeared from Capitol Hill. Their expected last-ditch opposition to the tax bill never materialized.

The lobbyists hadn't surrendered. They'd simply recognized that the tax reform battle wouldn't end when the President signed this measure into law. They were already gearing up to pursue their objectives on other fronts—through transitional rules, so-called "technical corrections," the regulatory process, and separate legislation.

Aside from the perseverance of corporate lobbyists, three basic forces will be keeping tax revision squarely on the national agenda.

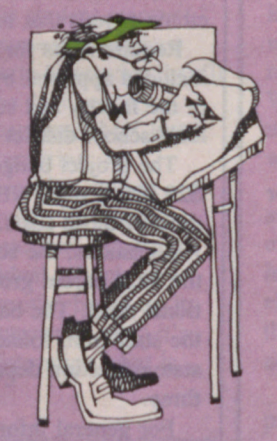
► *The federal deficit.* The country continues to face a staggering and growing national debt—now in excess of $2 trillion. Rather than being "revenue neutral," the new tax bill may well exacerbate the deficit, causing tremendous pressure to find ways to increase federal revenues. A general rate hike, new taxes, and further curtailment of tax deductions, credits, and exclusions are all likely to be considered by the next Congress.

► *The national economy.* There's tremendous uncertainty about the tax changes' impact on the economy. Increases in certain business taxes may cut investment and retard technological progress; other changes could negatively affect particular industries and regions. *(See boxed story on page 7 and special feature on pages 13-15.)* Congress will be under intense pressure to ease this situation.

► *Public policy.* Many provisions of the new law are more a result of political deals and last-minute compromise than good public policy. The new law simply doesn't do everything its proponents say it will in terms of fairness, balance, simplicity, economic stimulation, and provision of stable, adequate revenue. Having raised public expectations, Congress may well have to make another stab at meeting them.

Those "tasseled shoes" seeking further changes in the tax law won't be at a loss for opportunities. Given the frenetic pace and comprehensive nature of the tax reform conference committee's negotiations, perhaps it was unavoidable that oversights, errors, and unintended consequences arose.

Some of these effects—especially those that would prove expensive to certain businesses and projects—were changed even before the bill was finalized. Other often routine changes will be made through "technical corrections" bills. (Indeed, some 188 pages of the 925-page Tax Reform Act of 1986 were actually technical corrections to the less comprehensive tax revisions enacted in 1981, 1982, 1983, and 1984.)



In addition to rectifying typographical errors, misplaced paragraphs, conflicts between sections, and other strictly technical matters, such corrections bills provide the opportunity for seemingly minor word changes that in fact represent millions of dollars in revenue.

The practical effect of the new tax law on individuals, businesses, states, and localities will be decided by the "green eyeshades" at the Internal Revenue Service who will interpret and administer it. The IRS has already begun the arduous task of writing regulations to implement the new law—regulations that will make a dramatic difference in the bill's impact.

Meanwhile, because certain of the new tax provisions will be phased in over several years, because individual members of Congress had no opportunity to vote on key sections of the bill, and because there will be unintended consequences of the new law, some members of Congress are already looking at ways to amend the tax law in the next session, through separate legislation.

The question isn't whether changes will be made in the 1986 Tax Reform Act, but what those changes will be. For Association members, the task will be helping to shape the changes in a way that best serves public education and public education employees.

—Michael Pons

State Side

NORTHEAST

A $95 million teacher salary improvement program lobbied through the state legislature by NEA-New York has been Topic A at bargaining tables around the Empire State this fall.

The state is apportioning the Excellence in Teaching funds among school districts in inverse relation to their wealth. The law calls for each district's funds to be the subject of separate good-faith local negotiations to determine how they're to be allocated among teachers.

Districts will average between $100 and $1,000 per teacher, depending on how far out of line their salaries are from regional and state averages.

NEA-New York has been advising locals to negotiate for inclusion of the new dollars within the existing salary schedule instead of treating them as a one-time bonus. Notes NEA-New York President Tom Pisa, "We want these dollars to have maximum impact by becoming part of the base salary schedule and giving teachers the long-term boost they deserve."

MIDWEST

How can a state maintain excellence in the schools in an era of teacher shortages? Missouri NEA, at its fall conference in early November, posed that question to state board of education, university, and legislative leaders attending a session on maintaining professional standards and attracting qualified personnel.

The latest state statistics reveal that Missouri issued 1,700 temporary teaching certificates in 1984-85—10 percent of all the certificates issued that year. And since then, superintendents across the state have reported hiring some 500 teachers who aren't fully qualified in their fields.

Association President Martha Karlovetz says MNEA is eager to work with both state agencies and local districts to resolve the teacher shortage. "We must attract qualified people to work in our classrooms—and stop issuing emergency certificates."

WEST

In Texas, the school reforms legislated in 1983 and 1984 have had the presumably unintended side effect of strengthening the 97,000-member Texas State Teachers Association.

"Those aspects of reform that are negative have made Texas teachers—some of whom belong to small splinter organizations—seek unity," reports TSTA president Charles Beard. "TSTA/NEA picked up 7,000 new members last year, and we're anticipating another banner membership year."

In McKinney, an entire local seceded from the splinter Texas Classroom Teachers Association and reaffiliated with TSTA/NEA. And in an October representation election in Corpus Christi, teachers ousted an American Federation of Teachers affiliate and returned a TSTA/NEA affiliate to power.

"We won that election in large part because of the stand the AFT has taken a stand *in favor* of the statewide teacher competency test," explains Rheba Jones, president of the Corpus Christi TSTA/NEA local. The test, opposed vigorously by TSTA, was mandated by the 1984 education reform bill. All Texas educators had to pass it this year to retain their certification.

MID-ATLANTIC

This year the Delaware State Education Association decided to celebrate American Education Week by briefing members of the media on education reform issues and Association positions.

DSEA President Mary Ann Galloway cited several issues raised in recent reform reports, including professional autonomy and development, salaries and benefits, children at risk for school failure, recruitment of minority teachers, and the high cost of reform. She explained what Delaware is doing about each, what the Association is doing, and what more DSEA would like to see done.

Galloway pointed the media to recent studies' agreement that if the schools are to improve, teachers must be allowed to exercise their professional judgment on classroom materials, instructional methods, staffing structure, organization of the school day, and assignment of students.

SOUTHEAST

"Most Americans know about the nearly 2 million teachers in the National Education Association, but our family is really *more* than that." That's the basic message of the Florida Teaching Profession-NEA's three new 30-second TV spots featuring education support personnel.

The ESP "stars" thought up their own lines describing what's important about their jobs.

"The kids don't know this food is good for them. They just know it tastes good," says a food service employee. A custodian points out, "I've got a multimillion-dollar taxpayer investment, and I like to keep it clean." A school bus driver, teacher aide, maintenance employee, school attendance clerk, bus mechanic, and school secretary also talk about the meaning of their work.

The spots first aired in Orange and Lee Counties, where the featured members work—and where education support personnel this year chose FTP/NEA as their bargaining agent. □

HOW WILL NEW FEDERAL LAW AFFECT SCHOOL FUNDING?

Tax Reform Battle Moves to States

Just as individual taxpayers attempt to tally whether they stand to gain or lose as a result of the Tax Reform Act of 1986, state officials are trying to project how the new federal tax law will affect them.

The changes will make a difference—for good or bad—in the majority of states. For most, the impact of the new law could spell an opportunity to increase state support for education excellence efforts. For a few, the changes will have an adverse effect on revenue for education and all other public services. In either event, politicians could be under tremendous pressure to make changes in their state tax structures.

The elimination of many former federal deductions will automatically trigger higher revenues for states that use the federal definition of taxable income. Unless changes are made, individuals will be taxed at the current state rates, but on a greater portion of their income—so state revenues will rise.

Those states that base their income tax rates on a percentage of what an individual pays in federal taxes are projecting losses. Unless changes are made, individuals will be taxed at current state rates, but on a lower total federal tax liability—so state revenues will decrease.

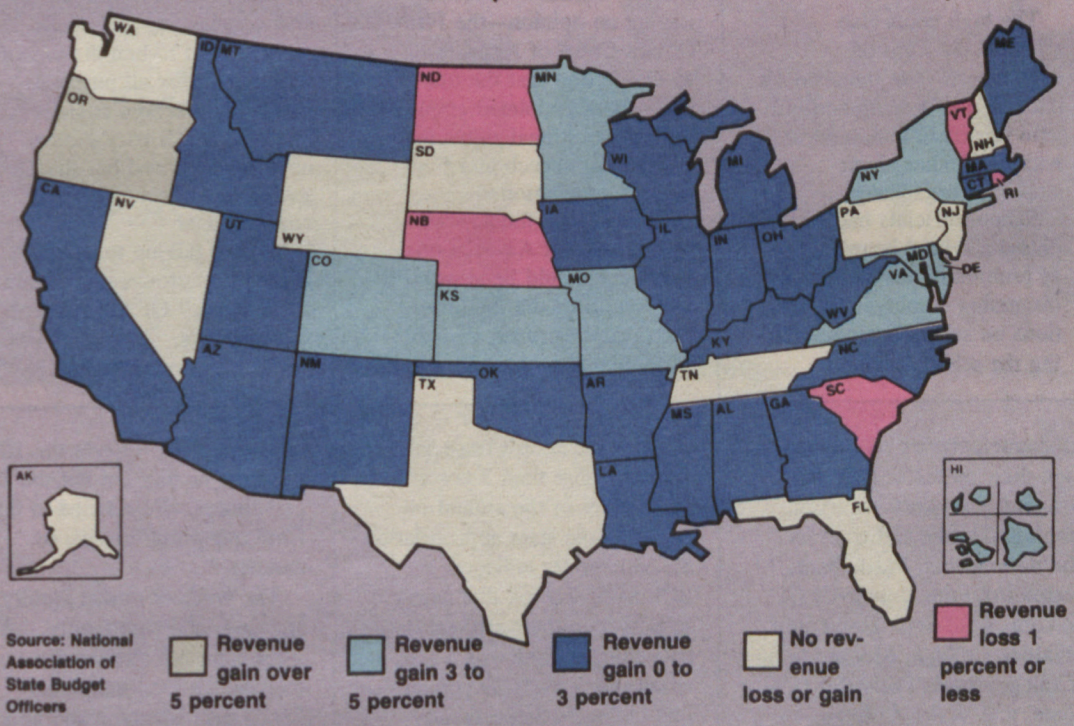
It's difficult to predict how states will respond. To the extent that school districts share in state income tax receipts, anticipated increases in most states *(see map)* might provide the leeway needed to help finance education reforms. But states that have fallen on hard economic times may have to use their increased tax revenues simply to stay even. Even in states that aren't strapped for cash, politicians may face tremendous political pressure to head off any tax "windfall" by either cutting tax rates or rebating the additional revenues to taxpayers.

State sales taxes—widely used in recent years to fund education reform—are another area impacted by federal tax changes. Since these taxes will no longer be federally deductible, states may meet greater opposition to raising sales tax rates from now on. But many analysts argue that despite the loss of deductibility, sales taxes will continue to be the politically expedient source of new revenues.

Local property taxes, long the mainstay of school funding, are largely unaffected by the new federal law. However, any changes in the income and sales tax structures at the state level—particularly if they're driven by forces pressing for tax relief—could create pressures for greater reliance on local property taxes for public school support.

State governments may need to make some decisions in the very near future, since the federal tax changes could have an immediate and dramatic effect on their revenues. The states won't have the luxury of time that members of Congress enjoyed in revising the federal tax structure. □

Estimated Size of Total State Revenue Change Due to Federal Individual Income Tax Reform (as a Percent of Total State Revenue)



Note: these estimates assume that states that don't automatically couple their taxes to the federal tax code will update their tax codes to include the new federal definitions of taxable income.

Local Look

NEW HAMPSHIRE

Small doesn't have to mean ineffective, leaders of the Epping Education Association believe.

All 50 EEA members pulled together through months of tough negotiations last year, eventually winning the biggest across-the-board pay increase in anyone's memory: 17.6 percent this year—and another 17.6 percent next year.

EEA President Mary Beth Coleman first sparked members' indignation at a meeting last fall, with a graph showing them to be drastically underpaid compared with teachers in neighboring small districts.

She then passed out questionnaires and asked each member to volunteer for the job he or she would like to do. Most of the tasks involved improving community relations, from making "Getting To Know Your Teachers" posters for the town hall, bank, and library to distributing placemats to restaurants listing the myriad things Epping teachers do with no extra pay.

EEA members are now readying themselves for the school district meeting this March that will determine whether local residents will fund the second year of their negotiated raise.

OHIO

Twenty-five teacher educators and other faculty from six Canton-area colleges dove "into the trenches" recently for a taste of the rigors of K-12 teaching.

When they took over the jobs of 25 Canton Professional Educators' Association (CPEA) members for a day, many of the college faculty taught their own mini-lessons—but they didn't confine themselves to teaching. They took attendance, policed study halls, monitored the lunchroom, and pulled recess duty.

The switch was part of the Educational Partnership Program, sponsored jointly by the 730-member CPEA and the Canton city schools. The program generally brings prominent local citizens into the classrooms; this was the first time college educators had participated.

"The exchange was a huge success," says PCEA president Sam Dorto. "Many of the visitors had never taught in a public school; others had taught there 10 or 15 years ago. They were amazed at all that went on."

The local feels the program has established a continuing dialogue between its members and their postsecondary colleagues who work with Canton's graduates and train its future teachers. Participants came from the University of Akron, Kent State University, Malone College, Mount Union College, Stark Technical College, and Walsh College.

WASHINGTON

A week-long strike by the Bellevue Community College Association for Higher Education has set a precedent that can benefit faculty in all Washington community colleges.

The BCC administration claimed it couldn't raise salaries by more than 3 percent—the amount of the annual increase in the state appropriation for community colleges. BCCAHE showed that salary schedules in their affluent district came in 20th—or worse—among the state's 27 community colleges. Some faculty members were earning $3,000 to $8,000 less than Bellevue's K-12 teachers with equivalent education and experience.

"We pointed out that it was legal to exceed the 3 percent cap," says BCCAHE President Carol Mandt, "and showed them where to get the money without penalizing students. They then proposed giving such raises as there were to the 108 full-time faculty but not the 235 part-timers. We refused to take from one group to give to another."

The walkout united faculty, students, and community. "All week long not one faculty member crossed the picket line," says Mandt, "and almost all the full-time faculty and several dozen part-timers were *on* the line. The community kept us supplied with coffee and doughnuts."

Through the ingenuity of an art instructor, marchers defied the Seattle suburb's drizzle with coffee mugs in one hand, umbrellas in the other—and picket slogans lettered on impromptu ponchos cut from vinyl.

'TALKING UNION' VIA SCHOOL MAIL

Ed Culwell

Celebrating the win in the U.S. Supreme Court are the three Garland Education Association presidents in whose terms key events in GEA's lawsuit occurred. From left they're Janice Hill, Garland EA president in 1983 when the suit was originally filed; Beverly Bishop, GEA president in 1985 when the case was appealed to the Supreme Court; and Ann Patterson, current GEA president.

Texas Local Gets OK from High Court

A U.S. Supreme Court decision in a case brought by the Garland Education Association and the Texas State Teachers Association has upheld the constitutional rights of public school employees to discuss and promote employee organizations during school hours.

The high court also affirmed the right of employees to use the school's internal mail system and bulletin boards to communicate with each other about employee organizations.

School officials had interpreted a school board policy as prohibiting teachers from discussing employee organizations on school premises during the school day and prohibiting teachers from sending any communications about employee organizations through the school mails or posting such notices on school bulletin boards.

By a vote of 6 to 2 (with Chief Justice William Rehnquist and Justice Byron White dissenting) the Supreme Court this fall affirmed—without issuing an opinion—the Fifth Circuit Court of Appeals' 1985 decision that the district's policy violated employees' constitutional rights to freedom of speech and freedom of association.

Specifically, the appeals court held that Association members should be allowed to use "those media facilities [that] are otherwise available to teachers for their personal messages."

"It's a big step to get back the First Amendment rights we all ought to have," says GEA president Ann Patterson, adding, "I hope this is the end of it."

In fact the decision may not be the end of adversary proceedings. Garland superintendent Jill Shugart is now considering asking the school board to ban the use of school mail for all purposes unrelated to school business. She says the district's attorneys have advised her that such a move would be constitutional.

"We're talking to other community groups that would be affected," GEA's Patterson responds. "We'll see how popular that move would be." □

Elections '86

As this month's *NEA Today* went to press, results of the November 4 elections were just coming in. In January, watch for a complete analysis of the key races and issues in which politically active NEA members and affiliates had a stake.

NORTH DAKOTA

A little red schoolhouse will be the focus of many North Dakota parades over the next year, thanks to the Minot Education Association.

Members constructed the schoolhouse in honor of the North Dakota Education Association's centennial. NDEA was formed on December 20, 1887, in the pre-statehood days of the Dakota territory.

"Minot teachers were proud to make this contribution," says MEA President Joanne Lautenschlager. "The schoolhouse was used in five parades over the summer, and we expect it will be used throughout the state over the next year. We hope it will serve as a reminder to all our citizens that education was important in 1887 and is still important today."

SOUTH CAROLINA

Almost 60 percent membership growth in the first two months of school: that's the achievement of the Marlboro County Education Association. The tobacco-country Association went from a 1985-86 peak of 192 members through the 300-member mark by the end of this October.

MCEA President Pat Henegan attributes this phenomenal growth to committed Association Reps, a lively recruiting campaign, and solid membership programs that stress rights, economic benefits, and community relations.

A recent in-service workshop on legal basics for school employees was such a success that the district administration videotaped it for use in all schools. On the economic front, MCEA has arranged a payroll deduction plan with the state credit union.

Emphasizing its concern for good teaching, MCEA cooperates with local radio station WBSC to highlight several members each week, giving their school, their philosophy, and why they decided to teach. □

TEACHER EDUCATION

QUALITY CONTROL

Making Sure Your Future Colleagues Measure Up

If you're like most of your teaching colleagues, your memories of your early days in the classroom are memories of desperation, anxiety, *panic*.

What had gone wrong? You'd studied hard, taken all the prescribed courses. You had your license, your certificate, your contract. Your school of education said you were ready. The state agreed you were ready. You weren't.

You plunged on, but slowly the knowledge set in: obtaining your license was one thing. Life in the classroom was something very different. Disturbingly different.

An atypical experience? No, an all too common one. And the problem won't abate until schools of education accept a quality control mechanism—until they agree to scrutiny by an independent outside agency.

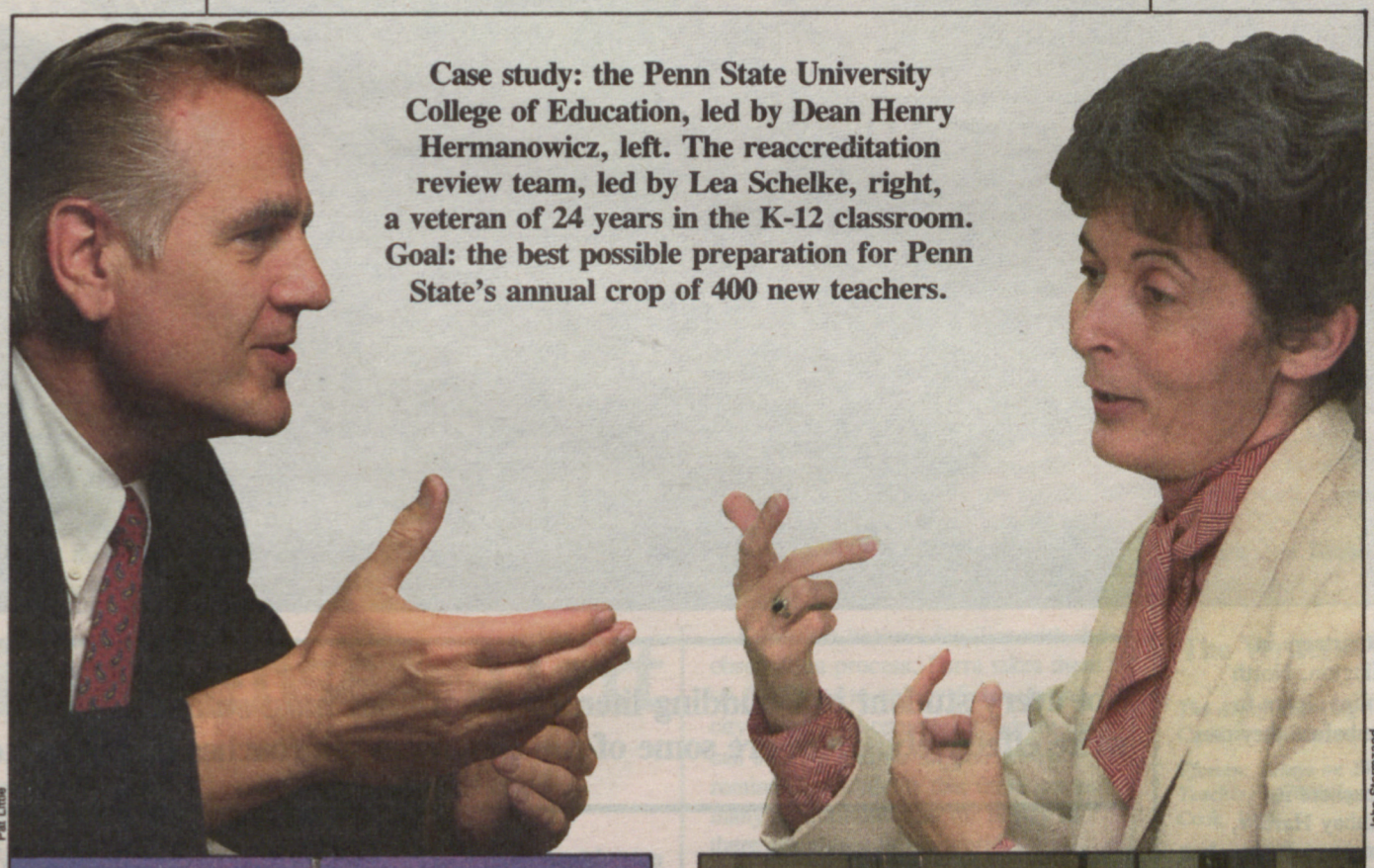
The quality control instrument that could revitalize teacher education has been in existence since 1954. In that year NEA, the American Association of Colleges for Teacher Education, and the Council of Chief State School Officers created the National Council for Accreditation of Teacher Education (NCATE). NCATE's charge: to determine the standards teacher preparation programs must meet if they're to ensure that prospective practitioners have what it takes to make it in the classroom.

Unfortunately, teacher training institutions are under no mandate to seek NCATE approval. And most haven't. Of the almost 1,300 schools of education in the U.S., less than half have volunteered for an on-site visit by NCATE evaluators. Only 525 are NCATE-accredited.

States could change this situation by insisting that all programs of teacher education must meet NCATE standards. States could install a well-established, time-proven, standardized, and credible quality control mechanism. Not one state has—though California has taken the lead in moving toward this goal.

Fear may explain why some teacher preparation programs resist NCATE on-site visits. But Henry Hermanowicz, dean of the college of education at the Pennsylvania State University, seems baffled by this attitude.

"We welcome NCATE evaluation," says Hermanowicz. "There's nothing confrontational about it. Long before the NCATE reaccreditation team arrives, we send all team members our institutional self-study—over 1,000 pages. The process is really a cooperative one that's intended to foster self-improvement."



Pat Little

Pat Little

John Stormzand

Case study: the Penn State University College of Education, led by Dean Henry Hermanowicz, left. The reaccreditation review team, led by Lea Schelke, right, a veteran of 24 years in the K-12 classroom. Goal: the best possible preparation for Penn State's annual crop of 400 new teachers.

That doesn't mean the evaluation process is easy. When NEA member Lea Schelke, an English teacher at Trenton (Mich.) High School, descended on Nittany Valley last spring, she brought a team of 11 evaluators and an NCATE catalog of 51 standards. For almost 72 hours, she and her team—including NEA members Lesa Esbaum, James Williams, Jr., Ruth Logue, and Ann Costello—turned Penn State's education department upside down. They poked and probed. They interviewed teachers, students, and administrators. They asked tough questions. They demanded evidence.

Does the Penn State education program provide experiences in urban, rural, and suburban settings? How? When? Exact numbers, please.

Does the program ensure that students know how to design instructional activities for pupils of varying racial, cultural, linguistic, and religious backgrounds? The specifics, please.

Does the library offer adequate resources? Are practicums closely supervised? Does the program prepare students to teach the handicapped?

And on it goes. Relentless questions. Follow-up interviews. Classroom visits.

"It's remarkable," says Schelke, "how much you can learn in 72 hours if you're persistent."

Schelke's team persisted. Their last meeting—time to tally results—started at 7 o'clock Tuesday night. It ended at noon Wednesday.

Then came the summit. Schelke and her team sat down with the dean and other Penn State officials to issue their findings: notes on weaknesses, plaudits for program strengths, suggestions for improvement.

In the end, a passing grade. The Penn State program had measured up.

The meeting broke up in an atmosphere rich with cordiality. Handshakes all around. Warm smiles. Friendly jokes.

They were winners all. Penn State won. Its program would now be stronger, its education students better served. NCATE won, its dedication to the integrity of teacher preparation programs once again dynamically demonstrated.

And there were the real winners—out of sight, but not out of mind: the Penn State education majors—and the thousands of students who would one day sit in their classrooms.

—Carl Luty

A Foot of the NCATE Yardstick

A full list of the criteria NCATE employs when evaluating a teacher preparation program would engulf this page. What follows only begins to suggest the comprehensiveness of those criteria. NCATE, which regularly upgrades its standards, seeks solid evidence that—

- ► Admission procedures encourage cultural diversity.
- ► The curriculum incorporates multicultural and global perspectives.
- ► Faculty keep abreast of research on teaching and teacher education.
- ► The program includes instruction that prepares practitioners to teach culturally diverse students and students with exceptional needs.
- ► The program ensures that graduates possess mastery of an academic specialty as well as the skills necessary for effective classroom practice.
- ► Courses are built upon and reflect a defensible knowledge base.
- ► The advisory system includes a career advising program as well as social and psychological counseling services.
- ► Clinical and field-based experiences expose students to diverse and exceptional populations.
- ► Regular and systematic follow-up evaluations are used to determine the success and the quality of graduates.
- ► The teacher education faculty and staff develop and maintain positive working relationships with local schools.

TEACHING WRITING...

Nancy J. Pierce

Not every student is a budding literary talent—but most students *can* be taught to write effectively. Here are some of the classroom approaches that seem to work best.

Kindergartners in Burlington, North Carolina, learn to write before they can read.

Teachers in Boothbay Harbor, Maine, encourage youngsters in the elementary grades to write about the things closest to their hearts—and to share their work with their classmates.

In Salt Lake City, student writing covers high school classroom walls and spills onto ceilings.

All across the United States, teachers are mixing innovative and tried-and-true techniques to revitalize the writing curriculum and produce students who not only love to write but also do it well.

Behind most of these techniques is an emerging consensus: students need to be encouraged to start writing early—and to have their writing abilities constantly reinforced.

Writing starts in kindergarten at Marvin B. Smith Elementary School in Burlington, N.C.

"Five-year-olds have a natural enthusiasm for writing," says K-1 teacher Connie Moorefield. "We try to to capture this enthusiasm before it fades."

Moorefield's students learn phonetics during their first six weeks of school. Then, armed with the ability to sound out words—and spell them by sound—the youngsters start composing stories and poems. As they discover that they *and others* can read what they've written, their enthusiasm builds.

For the past four years, Smith and all other elementary schools in Burlington have used the Writing To Read computer program developed by former school superintendent John Henry Martin. Rather than just printing with a pencil, students also take turns using word processors and nonjamming typewriters.

This year, for the first time, Smith has enough computers to give lessons in keyboarding. Students can also now store their writings on disks and edit them later, right on the screen—a task that makes them feel like "real writers," notes Moorefield.

Nancy J. Pierce

Rewrites and fine-tuning are all part of North Carolina's Marvin B. Smith Elementary's writing curriculum.

Burlington kindergarten students don't learn spelling formally. But they do learn to spell—in part by listening to tape-recorded stories while following the properly spelled words in a book. Students also form letters and words with modeling clay and match words to pictures, to become familiar with the proper spelling of commonly used words.

"They also pick up spelling from their reading, which is at a higher level than most first graders'," notes first grade teacher Betty Coley. "They read well because of their extensive writing experience, their familiarity with words, and their ability to sound them out."

By second grade, some students in Burlington's Writing To Read program write better than fifth graders of similar experience and background who didn't go through the program. This result has led the school district to reevaluate its writing objectives for the upper elementary grades.

The writing program at the 550-student (K-8) Boothbay Region Elementary School in Boothbay Harbor, Maine, was developed by former teacher Nancie Atwell. It also involves starting kids to write as early as kindergarten.

Boothbay teachers can decide whether or not they want to participate. Most do.

One enthusiastic participant is third grade teacher Donna Maxim. "The kids have things to say," she explains, "and we urge them to say those things—in writing."

Students whose vocabularies are greater than their spelling abilities write using "inventive" spelling. Learning what words can do before learning to spell by more conventional methods, notes Maxim, gets students off to an enthusiastic writing start.

"We've adopted the writing process approach in all our classes," says Maxim. "When our students write, we circulate among them, helping them organize their thoughts and—in the case of younger children—to sound out words."

In the primary grades, teachers often suggest that students draw a picture of their subject—a pet, a friend, or a trip—before they write about it. The drawing provides a tangible base for their writing.

Creating student pride plays a big role in the Boothbay program. Throughout the year, students are encouraged to put together booklets of their writing, send out letters, and give their stories to parents and friends. They often work together to make up class booklets of student writing—using wallpaper to make attractive covers—and proudly display the finished products in the class library.

Maxim has tracked the benefits of the program first hand. It's given children a good sense of the mechanics of writing,

...IN THE CLASSROOM

she says. But that's not the only benefit.

"Most important, they develop a love of writing and write for a real purpose," Maxim stresses. "Right now two girls in my class are collaborating on a play and enjoying every minute of it. That kind of thing isn't unusual now—but it didn't happen before we started our writing program."

In Virginia Thompson's seventh and eighth grade language arts curriculum at Morehead City (N.C.) Middle School, students write every day—and always for a specific audience. Last year, students interviewed senior citizens, wrote stories about their lives, and—using word processors—published books for their own school library and another school's. This month they're Santa's helpers, answering letters for jolly old St. Nick from youngsters in the lower grades.

Thompson's students sometimes work with unfinished stories, providing their own endings and then using them as the basis for a newspaper article or diary entry. They usually share their writings with either a single classmate or an entire class for reaction. To boost their confidence, Thompson often gives an assignment and then does it right along with them.

"My writing is subject to class reaction just as theirs is," she explains. "That way students learn no one's writing is perfect on the first draft."

Group criticism follows a set formula so no student will become discouraged. Reactors first talk about what they like in a piece. Only then do they delicately flip the coin by asking for clarification on points they don't understand. This way the writer knows what needs revision.

Thompson's classes don't neglect grammar and spelling. Students volunteer to serve on rotating 'panels of experts' on sentence structure, subject-verb agreement, and other grammatical issues.

Thompson explains that she takes grammar "one step at a time." She'll sometimes give a mini-lesson on one rule and then ask students to polish their writing by correcting any errors of the type she's just covered.

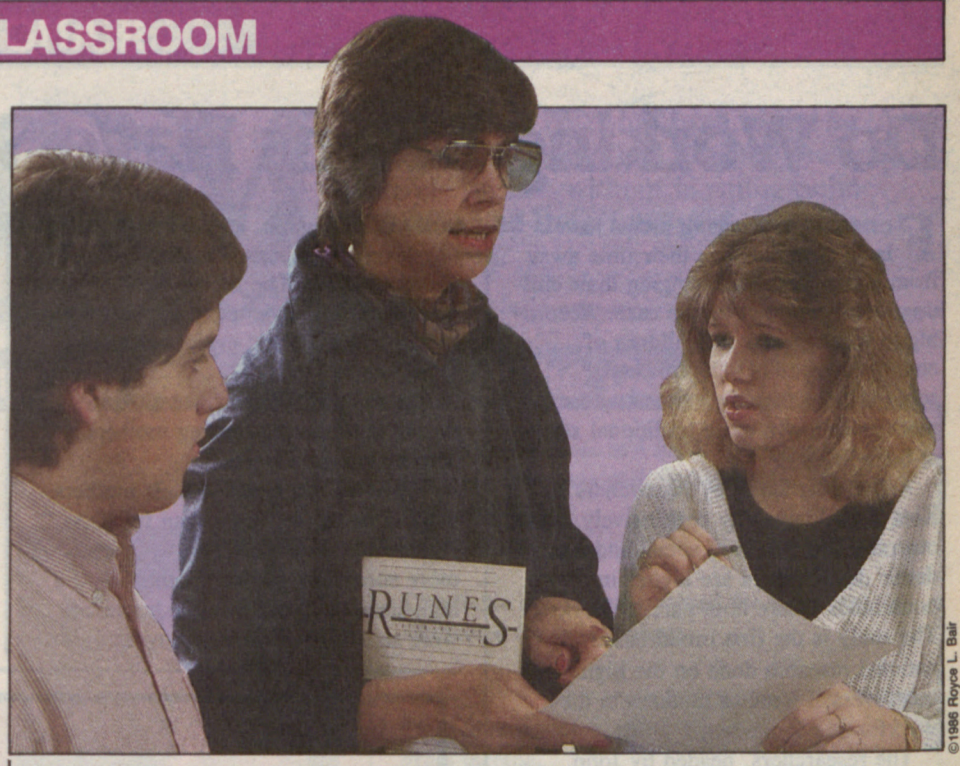
"Building up your writing ability is like building up your muscles," she notes. "The more you practice, the stronger you become."

At Salt Lake City's Brighton High, the displays of student work run up the walls of creative writing teacher Carol Kranes' classroom and spread across the ceiling.

"When students write, they need the reassurance that comes from having their works published," she explains. "This is our form of classroom publishing."

The creative writing classes at Brighton aren't just for budding authors. Most students take creative writing to improve their writing skills. And they work hard at it—writing narratives and poems at least three times a week.

The school offers its 2,500 students 17 or 18 classes of four different writing electives each year—two levels of creative writing, essential (or remedial) writing, and polished preparatory (or college-level expository) writing.



©1986 Royce L. Bair

Salt Lake City creative writing teacher Carol Kranes, shown here with literary magazine staffers, employs peer review to sharpen student works.

The formula is the same for every class: draft ideas, write, correct, edit, rewrite. Peer review plays a big role throughout the process.

Kranes works hard at helping her students develop enough trust and confidence to put their feelings on paper. Sometimes, though, she's too successful and a piece is so personal that the writer marks it "Not to be read in class."

Kranes uses students from the staff of the school's award-winning literary magazine as classroom aides. Most have taken two or three years of writing classes and are skilled at evaluating content. The aides receive academic credit for their tutoring.

Brighton's writing classes are always full, for which Kranes credits school administrators.

"They recognize that writing is its own reward, rather than a means to an end," she says. "In that kind of climate, students are bound to succeed."

—Diane Dismuke

Keeping Senses Alert

When poet-in-education Lorraine Ferra teaches two- and three-week units of poetry writing to classes throughout the Salt Lake City area, she heeds the timeless wisdom of 19th-century sculptor Auguste Rodin.

It was Rodin who advised German poet Rainer Maria Rilke, then having trouble writing, to leave his desk and quietly observe his subject. As a result, Rilke watched a caged panther until he could actually *feel* it, and then wrote a magnificent poem that reverberates with the monotony of the animal's endless pacing.

"Rodin understood how important it is for writers to keep their senses alert," explains Ferra. "We expect this of visual artists, but not so much of writers."

Ferra expects that alertness from all her students. Her maxim: the good writer is an acute observer. One of the first things she asks students to do is sit outside and watch the sunset. She urges them to ask themselves what the sunset reminds them of—even smells like—and write a poem about their experience.

Over and over again, these poems prove the wisdom of Rodin's words. One student describes the sun on the horizon as *quiet as a pumpkin sitting in my backyard*. Another sees the sunset *slipping away like somone turning off a lamp in the late evening*. A first grader, distracted from the sunset by a rainbow, writes:

What is a rainbow? Sometimes
I think it is a beautiful bracelet
that turns on a girl's wrist.

"This last is a wonderful example of observation in the purest sense," says Ferra. "There's no self-consciousness that can blur the wonderful possibilities of imagination's peripheral vision."

© Tom Bird

Poet Lorraine Ferra believes children write best when, like this student, they learn to be acute observers.

As classes become familiar with the observation process, Ferra takes them on field trips to nearby fields, farms, city parks, and cemeteries, where they can observe and write. She always reminds her students that there are as many appropriate sites for poetry as there are places in the world.

Ferra reads her students one or two poems about a subject before asking them to write about it.

"This stimulates their ideas and helps expose them to different ways of exploring language," she explains.

Field trips provide a noncompetitive, nonregimented atmosphere in which children learn things about themselves and the world that they never considered before. Free from routines, schedules, and school bells, they see life from a different prespective—and their imagination often soars to new heights.

"What better place to read and write about a wildflower or a bird than in a meadow on a spring morning?," asks Ferra.

None, judging by the quality of these fifth graders' poems.

Swans

They float like leaves over the river,
like crowned kings, but different in ways—
Their long necks resemble arches
that have been standing for thousands of years.

The Question Mark

The snowy egret flaps his wings once
or twice, to show his pride. But
when a noise comes near,
he pokes his head up out of the water
like a question mark.

—D.D.

The Writers' Writers

The Art of Teaching Writing. Lucy McCormick Caulkins. Heinemann, 1986.

Fforum: Essays on Theory and Practice in the Teaching of Writing. Patricia Stock. Boynton/Cook, 1983.

Reducing Writing Apprehension, from the Theory and Research into Practice series. Michael W. Smith. National Council of Teachers of English, 1984. Paperback.

Roots in the Sawdust: Writing To Learn Across the Disciplines, Anne Ruggles Gere, editor. National Council of Teachers of English, 1985.

Teachers Teaching Writing (series of 7 video tapes, each for a different grade level, available singly or as a package). National Council of Teachers of English and Association for Supervision and Curriculum Development, 1983. Order from ASCD, Dept. 1148, 125 N. West St., Alexandria, VA 22314.

Time for Writing in the Elementary School. Eileen Tway, National Council of Teachers of English, 1984.

Write from the Start. Donald Graves and Virginia Stuart. E.P. Dutton, 1985.

Writing About Literature, from the Theory and Research into Practice series. Elizabeth Kahn, Carolyn Calhoun Walter, and Larry R. Johannessen. National Council of Teachers of English, 1984. Paperback.

Writing About Ourselves and Others, from the Theory and Research into Practice Series. Richard Beach. National Council of Teachers of English, 1977. Paperback.

Writing in the Content Areas: Elementary School. Stephen N. and Susan J. Tchudi. 1983. (Order no. 0776-X-00-0) $5.95. ***Middle School/Junior High***. Stephen N. Tchudi and Margie C. Huerta. 1983. (Order no. 0777-8-00-0) $5.95. ***Senior High School***. Stephen N. Tchudi and Joanne M. Yates. (Order no. 0778-6-00-0) $6.95. ***College***. Stephen N. Tchudi. 1986. (Order no. 0786-7-00-0) $9.95. Order from NEA Professional Library, P.O. Box 509, West Haven, CT 06516. A complete multimedia in-service program on teaching writing is also available; write for details.

RESEARCH CLUES

Do Working Moms Have Smarter Kids?

For decades, working moms have been led to believe their time away from home was shortchanging their children. That may not be the case. According to recent research, children of employed mothers perform better scholastically than their peers whose mothers follow a more traditional stay-at-home lifestyle.

A five-year study by researchers at Kent State University conclusively demonstrates that levels of social and academic development are higher in households where both parents work. The study is the first broad-based national research done on the highly controversial issue of mothers in the workforce.

The researchers, headed by John Guidubaldi, reported their results to the American Psychological Association meeting in August. Their study examined 37 criteria in categories of intellectual potential, academic achievement levels, social competence, and family and school environments.

"Results on the social and academic criteria tested identified not one variable that favored children whose mothers stay at home," says Guidubaldi.

The research clearly demonstrates that school-age children's classroom behavior and academic performance are positively—not negatively—related to maternal employment.

Of the 699 first, third, and fifth graders studied in 38 states, those with working mothers scored higher in communication skills, social adjustment, and self-reliance. Their absentee rates are lower, and they spend more time in recreational activities with their mothers.

In addition, children from two-career families hold a more realistic view of family role models—and are less likely to stereotype according to gender.

"One assumption that is often made is that stress negatively affects the performance of so-called 'latch-key' children," says Guidubaldi. "That accusation clearly did not hold up, at least for elementary-age students."

While the study shows that children from two-parent homes perform better generally, the findings identify similar positive trends for children with divorced mothers who work. Of the total research sample, 278 were children of divorced families, 76 percent of which had employed mothers.

Children with divorced working mothers consistently outscored those whose divorced mothers elected to remain at home. They display more originality and involvement in classroom activities, less intellectual dependency and blaming, better communication skills, higher math and reading grades, and higher IQ scores than children whose divorced mothers do not work.

In addition, they exhibit the same enlightened view of home and career sex roles as do their counterparts in two-parent households.

Significant numbers of single-parent homes with employed mothers include more periodicals and more mother-child recreational activities.

Variables for family income, occupational classification, and maternal education level affect both one- and two-parent families. The higher each of these three factors, the better the social, emotional, and academic performance of their children.

The study reveals further differences among children of working mothers, both single and divorced.

"Children did better if their mothers worked part-time rather than full-time," Guidubaldi reports. "They were also more successful if their mothers held a high-status job with flexible hours and were satisfied with the dual roles of working woman and mother."

Guidubaldi initiated the study in an effort to better understand different forces at play in today's average home environment and their effects on children. Across the country, 144 psychologists randomly selected from the membership roster of the National Association of School Psychologists volunteered hours and days to interview students, parents, and teachers. The results hold a wealth of additional information yet to be analyzed.

While census figures clearly indicate that maternal employment is on the rise—jumping 225 percent from 1960 to 1985—its influence on child development is still not well known, according to Guidubaldi.

"Children today are facing an entirely different home social environment than children of the previous generation did," he says.

If predictions hold, by 1990 only 14 percent of children under the age of 18 will have a stay-at-home mother. Although many would consider the ramifications of this statistic disastrous for the survival of the American family, the Kent State study could foretell an era of brighter and better adjusted kids in our nation's classrooms.

—Karen Comiskey Jenkins

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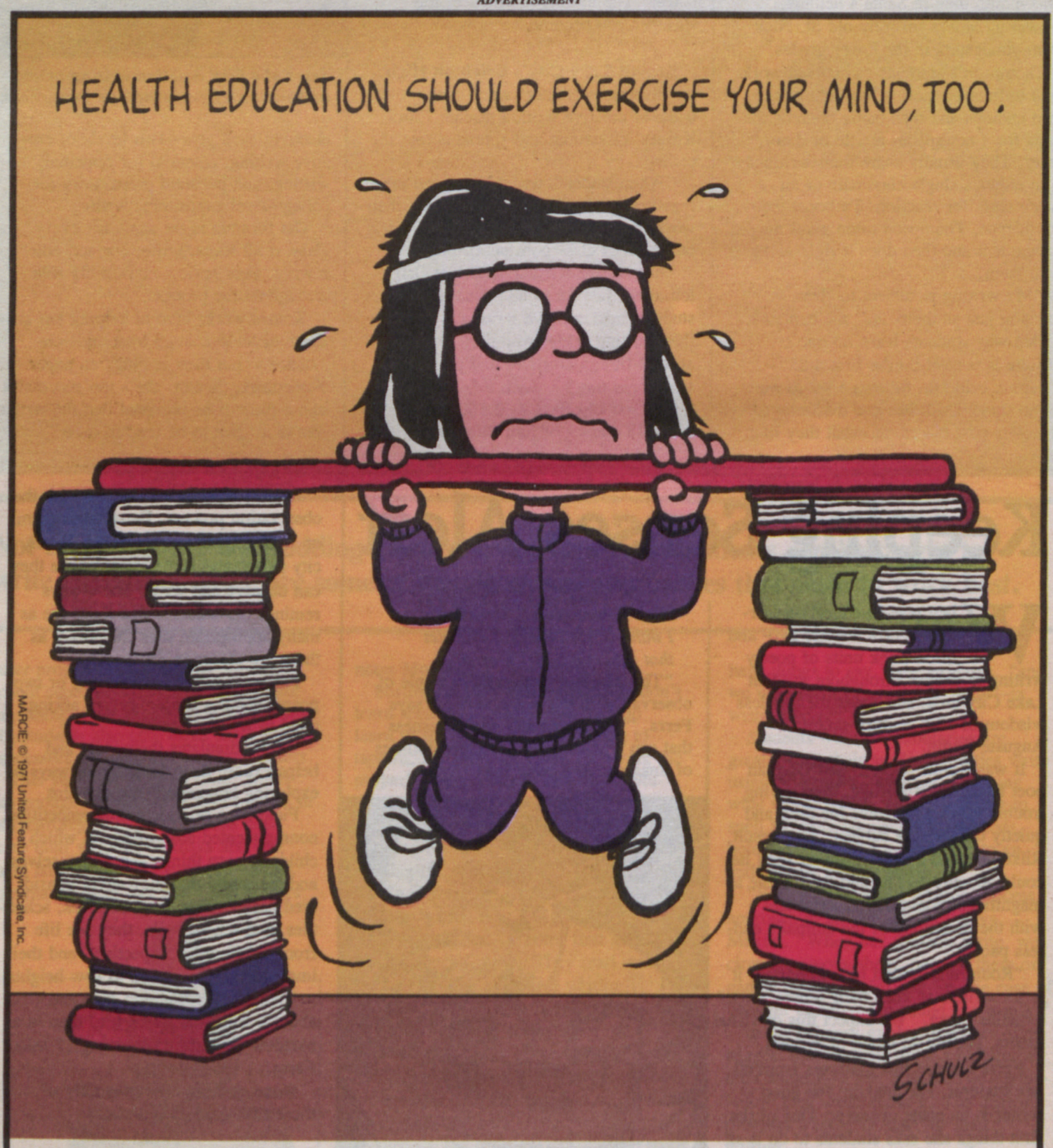


Along with chin-ups, children need to learn good nutrition and other principles of staying healthy. Better health education comes from health-educated teachers.

That's why Metropolitan Life Foundation's "Healthy Me" started a program to enhance teachers' skills. This way, teachers, and kids, turn out healthier.

The Foundation offers cash awards for professional preparation, exemplary health instruction programs and for community groups that actively promote comprehensive health education.

For information, write, "Healthy Me," Health and Safety Education (16UV), One Madison Avenue, New York, New York 10010–3690.

Healthy kids now mean healthy leaders later.

Metropolitan Life Foundation®

TAX GUIDE

TAX REFORM

From 1984 on, NEA has been in the forefront of efforts on Capitol Hill to make the nation's tax code fairer—without harming public education and those who work in schools and colleges.

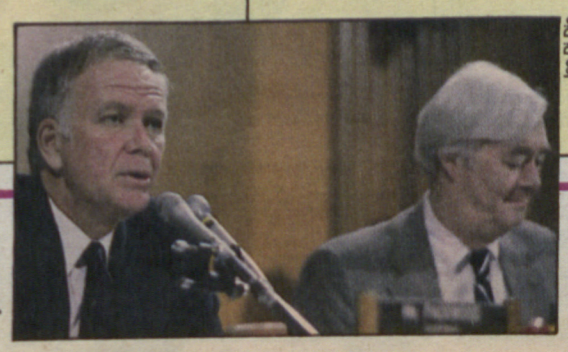
The Key Issues at a Glance

	The Issue	The Threat	The Outcome
School Resources	Deduction of state and local income taxes	Elimination	Deduction for state and local income and property taxes retained; deduction for sales taxes eliminated.
	Deduction of charitable contributions	Elimination	Charitable deductions retained for itemizers; eliminated for nonitemizers.
Professional Excellence	Deduction for miscellaneous professional expenses, such as Association and subject matter organization dues, journal subscriptions, classroom materials	Elimination	Limited to amounts above 2 percent of adjusted gross income.
	Tax credit for political and PAC contributions for federal elections	Elimination	Eliminated.
	Exclusion of employer-provided tuition assistance from taxable income	Reclassification as taxable income	Unchanged (i.e., remains untaxable) through 1987.
	Exclusion of scholarships and fellowships from taxable income	Reclassification as taxable income	Grants for tuition and fees remain untaxable; amounts received in excess of tuition and fees reclassified as taxable income.
Retirement Security	Deduction for IRA contributions up to $2,000	Elimination	Eliminated or limited for higher-income taxpayers covered by employer pension plans.
	Deduction for contribution to 403(b) tax-deferred annuity plans	Low annual cap for contributions, high penalty for early withdrawal, no provision for "catch-up" contributions in later higher-earning years	Cap on deduction lowered to $9,500, an amount that meets needs of most educators; withdrawal penalty set at only 10 percent; good catch-up provisions.
	Three-year-basis recovery for participants in contributory retirement systems	Elimination	Eliminated.
	Unequal retirement benefits for women due to interrupted, shorter work experience, etc.	Maintaining current inequities	Improved vesting, integration, and coverage required for tax-favored retirement plans.
Family Security	Tax rates Personal exemption Standard deduction	Not a threat. The goal of reform was to lower tax rates and to increase the value of the personal exemption and standard deductions.	Lower tax rates of 15 percent and 28 percent reached in 1988 after transition year (1987) with five rates; personal exemption increased and indexed; standard deductions increased.
	Child care deduction	Elimination	Retained.
	Two-earner deduction	Elimination	Eliminated.
	Deduction for mortgage interest	Elimination or limitation	Limited to two residences.
	Earned income tax credit for low-income parents	No threat	Increased.
Pocketbook Issues	Fringe benefits	Reclassification as taxable income	No change; they remain untaxable.
	Deduction for consumer interest	Elimination	Phased out by 1991, except for home equity loans limited to cost of home plus improvements (unless used for qualified medical or educational expenses).

Joe Di Dio

Joe Di Dio

Joe Di Dio


Joe Di Dio

Some players on tax reform scene, clockwise from top: NEA Pres. Mary Hatwood Futrell; Sen. Bill Bradley; Rep. Wyche Fowler with Georgia NEA members; Sens. Bob Packwood and Daniel P. Moynihan.

What will all this mean for you? Please turn the page.

THE NEW TAX LAW:

Figuring How You'll Fare

Use this chart to project a simple but hypothetical 1987 U.S. tax return from your most recent (1985) Form 1040. The projection is hypothetical because it assumes the unlikely—that your tax situation will not change from 1985 to 1987. Remember that the new tax law phases in over two years, with 1988 rules a bit different from 1987 ones. So plug in your 1985 "AGI" below, and see how you come out.

A. 1985 Adjusted Gross Income (AGI)
(Form 1040: line 32) 1. $ _____

B. Additions (income no longer excludable)
- Dividend exclusion (Form 1040: line 9b) 2. $ _____
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- Unreimbursed business/professional/educational expenses (Form 1040: line 25) 6. $ _____

Total additions 7. $ _____

C. 1987 Adjusted Gross Income
(line 1 + line 7) 8. $ _____

D. Subtractions
- Medical expenses in excess of 7.5% of AGI 9. $ _____
- State and local income taxes 10. _____
- Real estate taxes 11. _____
- Mortgage interest 12. _____
- 65% of consumer interest 13. _____
- Charitable contributions 14. _____
- Miscellaneous deductions in excess of 2% of AGI (include unreimbursed business/professional/educational expenses plus 80% of business/professional meals and entertainment) 15. _____

Total subtractions 16. _____

E. Total deductions
Use the *higher* of line 16 or standard deduction of $2,540 (single) or $3,760 (married filing jointly) 17. $ _____

F. AGI less total deductions (line 8 minus line 17) 18. $ _____

G. Exemptions (multiply $1,900 by ____ exemptions) 19. $ _____

H. Taxable income (line 18 minus line 19) 20. $ _____

I. Tax liability (use 1987 Tax Tables below) 21. $ _____

1987 TAX TABLES
UNDER THE TAX REFORM ACT OF 1986

SINGLE		MARRIED FILING JOINTLY	
Taxable Income	**Your tax is...**	**Taxable Income**	**Your tax is...**
0-$1,800	11 percent	0-$3,000	11 percent
$1,801-$16,800	$198 plus 15 percent of amount over $1,800	$3,001-$28,000	$330 plus 15 percent of amount over $3,000
$16,801-$27,000	$2,448 plus 28 percent of amount over $16,800	$28,001-$45,000	$4,080 plus 28 percent of amount over $28,000
$27,001-$54,000	$5,304 plus 35 percent of amount over $27,000	$45,001-$90,000	$8,840 plus 35 percent of amount over $45,000
$54,001 and above	$14,754 plus 38.5 percent of amount over $54,000	$90,001 and above	$24,590 plus 38.5 percent of amount over $90,000

The Association members and their families pictured here agreed to help *NEA Today* show how tax reform will affect a cross-section of education employees. They reflect a variety of income levels, filing statuses, and family patterns.

We asked Rockville, Md., accountant Robert J. Pellicoro to project the five members' federal income taxes for 1987—the first year any of the new law's provisions are in effect—using their most recent tax returns, the ones for 1985. Note that the comparisons between 1985 and 1987 assume that everything—income, filing status, deductions, etc.—will be the same in 1987 as in 1985. That's something neither these taxpayers—nor you—can count on.

Of course, every tax situation is unique—so even if one of the examples here seems similar to yours, don't assume that your bottom line will be the same.

Roger Schriefer

Roger Schriefer, 57, a member of Beach Cities Secondary Teachers, is a U.S. history teacher at Redondo High School in Redondo Beach, Calif. His wife, Vi, is an administrative assistant at the South Bay United Teachers Uni-Serv office. Roger is also vice-chair of South Bay United Teachers PAC.

The Schriefers own a house, which is paid for. Their children are grown and no longer live with them.

Roger and Vi had total income for tax purposes in 1985 of $53,381. In 1987 this will increase by $1,258 ($200 for the lost $200 dividend exclusion and $1,058 for the lost 60 percent exclusion for a long-term capital gain) to $54,639. At the same time, the Schriefers will lose two income-reducing adjustments—the $4,000 for IRA contributions and $2,104 for two-earner marriage status. This will boost their 1987 adjusted gross income to $54,639—nearly $7,400 higher than in 1985.

The Schriefers' deductions will increase in 1987 even though they lose sales tax, some consumer interest, and miscellaneous deductions. That's because they no longer have to subtract the zero-bracket amount from their total deductions. Their exemptions will also increase, by $1,720, but they'll lose their $100 political contribution tax credit.

The bottom line for the Schriefers will be a tax increase of $950 (12 percent) in 1987. The increase in value of their deductions and exemptions won't offset the income increase resulting from elimination of the IRA and two-earner income adjustments and the reclassification of some dividend income as taxable. Their tax will decrease by $159 in 1988, however.

John Dominis

What Will It Mean for You?

Larry Friedman

Steve Paulsen

Steve Paulsen, 38, a 13-year teaching veteran and member of the Sweetwater Education Association, teaches first grade at Washington Elementary School in Rock Springs, Wyo. His wife, Linda, doesn't work. The Paulsens own their own home. Their five children range in age from 3 to 13.

The Paulsens itemize on a joint return. On total 1985 income for tax purposes of $32,393, their tax liability was $2,221. In 1987 it will be only $1,466—$755 or 34 percent less than in 1985. Although the Paulsens will lose $1,200 worth of deductions (for sales tax, consumer interest, and miscellaneous expenditures), they'll retain their major deductions, including the $5,000 they contribute to their church. Most important, the sharp increase in the value of seven exemptions—up from $7,280 in 1985 to $13,300 in 1987—will more than make up for lost deductions.

Donna Johnson

Donna Johnson, 34, a member of the Chatham Association of Educators, is a school bus driver for the Savannah, Ga., school district. She has two daughters, 14 and 8. In 1985 Johnson, a nonitemizer, filed a return as head of household. Her 1985 tax liability was $596 on total income for tax purposes of $10,564. Two changes in the law that affect single heads of house—the increase in the standard deduction to $2,540 in 1987 and $4,400 in 1988 and in the personal exemption (from $1,040 in 1985 to $1,900 in 1987 and $1,950 in 1988)—will help reduce Johnson's tax liability in 1987 to $256, a decrease of 57 percent. In 1988 her tax will fall another $209, to only $47.

Phyl Martin

Thelma Peña

Thelma Peña, 24, is in her third year teaching second grade at Alma Pierce Elementary School in Laredo, Texas. A nonitemizer who files a single return, Peña paid $2,247 on a total income for tax purposes of $17,340 in 1985. As a nonitemizer, she is unaffected by the loss of deductions that itemizers depend on to reduce their tax liability. Even so, in 1987 her taxes will be reduced by $384 (16 percent) to $1,863. The reduction is due mainly to the higher personal exemption and the lower tax rates in the new law.

Jerry Lara

Charles and Phyllis Lehman

The Lehmans, of Delanco, N.J., are retired from the Hunterdon and Moorestown school districts. Charles is president of the New Jersey Retired Educators Association. The couple's income consists mainly of their New Jersey teacher pensions, Social Security, and interest. In 1985 it came to $47,200, with a tax of $8,441. The new tax law ends the $200 dividend exclusion. (The exclusion for reinvested utility dividends was cut previously.) The effect will be to increase the Lehmans' income for tax purposes in 1987 by $1,689, to $48,889.

In 1987, the standard deduction on their joint return increases materially, to $6,200—though their exemptions decrease by $360. (The Lehmans are no longer eligible for two extra exemptions for being over 65 years old). This increase—along with the decrease in tax rates—is the main reason the Lehmans' tax liability decreases by $1,312 (16 percent) in 1987.

Some Year-End Moves To Think About

Here's a basic guide for smart, tax-avoiding, end-of-the-year spending and selling. But your situation may not be basic. Check with your tax guru before you act.

Defer income until 1987. You can do this easily with fees for part-time work.

Maximize deductions in 1986. If you're a surefire 1986 itemizer, *consider* making in 1986 any of the following moves you *had already planned for 1987.*

- Paying for subscriptions to professional journals.
- Buying out-of-pocket school supplies.
- Paying tuition for courses or workships to upgrade current job skills.
- Paying dental and medical fees for work already performed (if you meet 1986 medical deduction limits).
- Purchasing big-ticket consumer items so you can deduct full sales tax.
- Making final payment on 1986 state income taxes (get the right tax form)—if withholding won't cover your estimated 1986 liability.
- Paying financial counsel and tax planning fees.
- Taking capital gains on appreciated property or stocks.

Nonitemizers as well as itemizers can consider these moves:

- Funding your 403(b) tax-deferred annuity plan. (In 1987, a $9,500 cap replaces the current limit of 20 percent of compensation.)
- Funding your 1986 IRA by April 15, 1987 (up to $2,000; $2,250 with nonworking spouse; $4,000 per working couple).
- Contributing to charities—especially if you aren't likely to itemize in 1987.

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The Paulsens itemize on a joint return. On total 1985 income for tax purposes of $32,393, their tax liability was $2,221. In 1987 it will be only $1,466—$755 or 34 percent less than in 1985. Although the Paulsens will lose $1,200 worth of deductions (for sales tax, consumer interest, and miscellaneous expenditures), they'll retain their major deductions, including the $5,000 they contribute to their church. Most important, the sharp increase in the value of seven exemptions—up from $7,280 in 1985 to $13,300 in 1987—will more than make up for lost deductions.

Donna Johnson

Donna Johnson, 34, a member of the Chatham Association of Educators, is a school bus driver for the Savannah, Ga., school district. She has two daughters, 14 and 8. In 1985 Johnson, a nonitemizer, filed a return as head of household. Her 1985 tax liability was $596 on total income for tax purposes of $10,564. Two changes in the law that affect single heads of house—the increase in the standard deduction to $2,540 in 1987 and $4,400 in 1988 and in the personal exemption (from $1,040 in 1985 to $1,900 in 1987 and $1,950 in 1988)—will help reduce Johnson's tax liability in 1987 to $256, a decrease of 57 percent. In 1988 her tax will fall another $209, to only $47.

Phyl Martin

Thelma Peña

Thelma Peña, 24, is in her third year teaching second grade at Alma Pierce Elementary School in Laredo, Texas. A nonitemizer who files a single return, Peña paid $2,247 on a total income for tax purposes of $17,340 in 1985. As a nonitemizer, she is unaffected by the loss of deductions that itemizers depend on to reduce their tax liability. Even so, in 1987 her taxes will be reduced by $384 (16 percent) to $1,863. The reduction is due mainly to the higher personal exemption and the lower tax rates in the new law.

Jerry Lara

Charles and Phyllis Lehman

The Lehmans, of Delanco, N.J., are retired from the Hunterdon and Moorestown school districts. Charles is president of the New Jersey Retired Educators Association. The couple's income consists mainly of their New Jersey teacher pensions, Social Security, and interest. In 1985 it came to $47,200, with a tax of $8,441. The new tax law ends the $200 dividend exclusion. (The exclusion for reinvested utility dividends was cut previously.) The effect will be to increase the Lehmans' income for tax purposes in 1987 by $1,689, to $48,889.

In 1987, the standard deduction on their joint return increases materially, to $6,200—though their exemptions decrease by $360. (The Lehmans are no longer eligible for two extra exemptions for being over 65 years old). This increase—along with the decrease in tax rates—is the main reason the Lehmans' tax liability decreases by $1,312 (16 percent) in 1987.

Some Year-End Moves To Think About

Here's a basic guide for smart, tax-avoiding, end-of-the-year spending and selling. But your situation may not be basic. Check with your tax guru before you act.

Defer income until 1987. You can do this easily with fees for part-time work.

Maximize deductions in 1986. If you're a surefire 1986 itemizer, *consider* making in 1986 any of the following moves you *had already planned for 1987.*

- Paying for subscriptions to professional journals.
- Buying out-of-pocket school supplies.
- Paying tuition for courses or workships to upgrade current job skills.
- Paying dental and medical fees for work already performed (if you meet 1986 medical deduction limits).
- Purchasing big-ticket consumer items so you can deduct full sales tax.
- Making final payment on 1986 state income taxes (get the right tax form)—if withholding won't cover your estimated 1986 liability.
- Paying financial counsel and tax planning fees.
- Taking capital gains on appreciated property or stocks.

Nonitemizers as well as itemizers can consider these moves:

- Funding your 403(b) tax-deferred annuity plan. (In 1987, a $9,500 cap replaces the current limit of 20 percent of compensation.)
- Funding your 1986 IRA by April 15, 1987 (up to $2,000; $2,250 with nonworking spouse; $4,000 per working couple).
- Contributing to charities—especially if you aren't likely to itemize in 1987.

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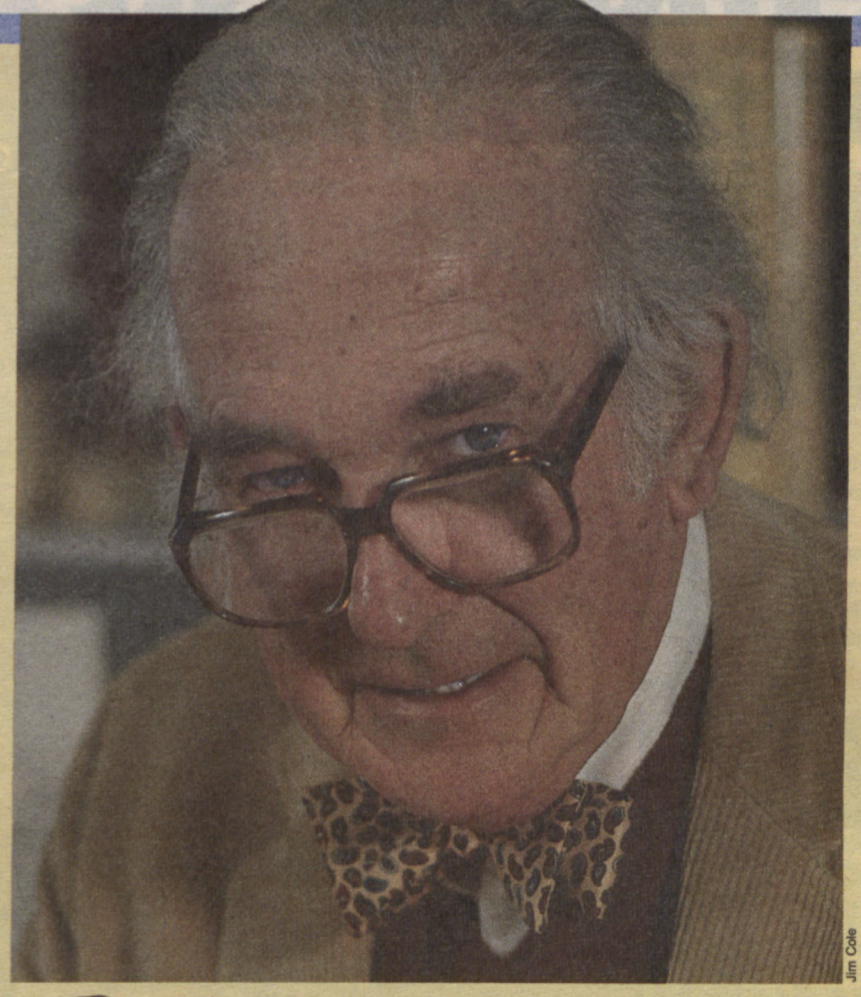

Richard V. Blanchard

The 'Doc' Is In

Richard ("Doc") Blanchard holds forth in a Concord (N.H.) High School classroom something akin to an aesthetic lair. The walls are lined with New Yorker *covers, Broadway playbills, framed renderings of Sicilian temples, a six-foot-long map of the Thames River, and preposterous-looking pig posters.*

Students frequently bring apples—not for the teacher, but for the classroom's resident "Winged Victory of Samothrace" statuette, on whose headless shoulders a piece of fruit usually rests.

With his dry sense of humor, Blanchard has enchanted countless students over the years—including his second wife, Marby, who was a student of his in the 1960s.

Blanchard's English courses expose students to the essentials of Latin, Greek, art, music, history, and the evolution of language, along with grammar and composition. When the learning day ends, this NEA member is not above scrubbing down each desk.

NEA Today *staff writer Vicky Lytle found Blanchard behind a brilliant pink desktop azalea—one of the many life-forms he delights in cultivating.*

Is it hard to turn kids on to the classics when they're tuned in to punk?
We've offered my elective course, Classics in Translation, for about 15 years now, so it's an accepted part of the curriculum. Though students dress differently today, they like this course just as they did in preceding decades. Every year we have at least two divisions, with 50 or 60 students enrolled.

How do you answer those who argue for less emphasis on the classics, since students need so much help with the here-and-now skills of reading and composition?
If we're really going to understand Western culture, we have to understand the nature of the Greek culture, because that's the whole foundation, the spring from which we sprang, so to speak. Of course, the students aren't expected to read the Greek directly, since I think understanding the cultures and the people and the literature can be done through translation.

Which classics do you teach?
We read Aeschylus' *Oresteia* and Sophocles' complete Oedipus cycle. We progress through selected dialogues of Plato and, if time allows, we read some of the Greek historians like Thucydides and selections from the *Iliad*. We tie in the "silver age" Romans like Horace, Ovid, Juvenal, and Catullus.

It's a very demanding course, with heavy reading assignments. The students write one academic paper a week. But they respond, if you put goals before them and show that you believe in them. If you believe in the work and have enthusiasm, it's catching.

I find comparable challenge—and joy—in working with students of lower academic ability in a course called English 11C, as well as a composition course and an English lit class.

Do you find it difficult to remain enthusiastic about the material you present year after year?
No, not at all. Every day is a new day. Even though I've taught the *Iliad*, for example, for 35 or 40 years, this is the first time I've ever taught it to this particular class. In rereading great literature, I find myself seeing something new practically every time, because I've got a new group of people reading it with me.

Teaching is a kaleidoscopic experience. There is no such thing as sameness. I get really aggravated at that notion. I remember a younger colleague who had been teaching for 15 years and told me, "Doc, I'm burned out." I said, "What's burned out? I've been teaching for 41 years and I haven't even glimpsed the ashpile yet."

Teaching only stultifies when you do the same things, bring in the same experiences. Then you say it's dull. Well, what is dull? Not the subject.

So what do you do to keep things lively?
Every Monday we have what I call G and C (general and cultural) sessions. We chat about things we're doing culturally.

For example, I explained recently that I'd gone to hear the classical guitarist John Williams. Some of the kids had never realized there was such a thing as a classical guitar. Their idea of music centers on those terrible amplifiers.

'Renaissance Man meets acid rockers?'
Well, the upshot was that we had a great discussion about music. Two of the boys who are jazz guitarists brought in their amplifiers and instruments and said they wanted to give us a full concert. I came right back and explained about the fingering and the chords and described how beautifully John Williams played some Bach and Spanish classical guitar.

Have other students expanded your views about culture?
Yes, I taught at New Hampshire State Prison back in the late 1950s and early '60s. My students were lifers and murderers, but I decided that was no reason not to apply the same standards of respect I give my high school classes. One prisoner told me I was the first person who had ever treated him like a human being.

You were named New Hampshire's teacher of the year for 1985. How was your year in the spotlight?
In many respects I detested it. I became very irritated by all the attention. It detracted from my obligation to my profession. I spent a lot of time interviewing, talking, and running around. That's time I should have been spending preparing lessons and writing papers. I got an awful lot of class interruption.

Christa McAuliffe was one of your colleagues at Concord High. How did the Challenger tragedy affect the school?
The immediate effect, of course, was one of incredible shock. Television made us eyewitnesses to what happened. With 1,200 or 1,300 students and a faculty of 90, the silence that followed the disaster was eerie. It was awful. Not just for a moment but for a long time.

Then, of course, came the media mongers. I really lost a lot of respect and patience for the press. That terrible voyeurism. No respect for one's personal feelings.

Was there anything good about that close media scrutiny?
The overwhelming sense of solicitude from all over the country and around the world. We are out in the boondocks, a small country town, and all of a sudden the whole world is looking at this particular situation. I hope that something positive may come from this.

I notice your dress is quite meticulous, with bow tie and crisp white shirt. Do people comment on that?
Yes, and my response is that I have respect for my profession. I think the way you dress, whether you're a garbage collector, a teacher, a doctor, or whatever, reflects on what you consider your profession to be. And in my case it reflects on the students and their attitudes to me. I always wear a suit jacket, hand-tied bow tie, and slacks. It's what I call my school uniform. I respect my profession. I respect myself. I respect my students.

How many bow ties do you have?
A couple hundred. The trick with the students is trying to catch me with the same tie on. And after all these years of teaching, after all these years of being a professional person, and all the other good things, what do former students say to me now? "I remember your bow ties."

Your nickname "Doc"—how did that come about?
During World War II when I was a new teacher, there was a West Point football player named Doc Blanchard, so my students started calling me Doc. I really resented having a sobriquet, at a time when I was trying to establish dignity in my career—but the name's followed me ever since.

After 41 years in the classroom, do you have any thoughts of retiring?
Well, since I can't think of anything I'd rather do than teach, retirement has always seemed like a Sword of Damocles. Lately I've come to think I'll pursue some sort of public service completely unrelated to the classroom—like working as a docent for an art museum. I've even considered joining the Peace Corps. North Africa would be nice. □

TOXIC HAZARDS...

Is Your Indoor Air Safe To Breathe?

Rick Brady

Just when you thought it was safe to go in your basement, environmentalists have begun to wave a red flag about yet another toxic health threat—radon gas. Replacing asbestos as the "hot" topic of the decade, radon is the cancer-causing by-product of uranium deposits decaying underground.

It seeps into homes, schools, and other buildings through basement walls, cement slabs, dirt-floored crawl spaces, pipe and wire entry points, sump pumps, floor drains, and well water (released as the water is used). Almost all states have some areas that are affected.

In outdoor air, the odorless, colorless gas is diluted to nonharmful levels. However, radon accumulates indoors to a degree determined by building construction and soil concentration, up to 10 times the outdoor level.

Association members Pam and Chip McFadden teach at Phillipsburg Middle School in Warren County, N.J. They own and operate a 13-acre peach orchard nestled along the Delaware River.

The McFaddens' idyllic mini-farm sits atop the Reading Prong, a geological formation of uranium stretching from Reading, Pa., to the borders of New York State. It's the most dangerous source of radon gas yet to be identified in the continental United States.

The school where Pam teaches art and Chip teaches physical education is also built over the Reading Prong. The building has been declared radon-free, but staff are skeptical.

"The testing was kept very quiet," reports Pam, "and the results are not general knowledge."

New Jersey relies heavily on school districts to arrange their own radon testing. About 20 schools have reported radon levels above the "normal" range, although generally not in classroom areas.

In Pennsylvania, the radon testing program has been more systematic. All public schools within a designated high-risk area—including the Reading Prong—have been screened for signs of contamination. Some 40 buildings revealed elevated radon levels; 25 were high enough to justify a recommendation for more thorough, year-long testing.

Although many of these 25 have ignored the advice, Jason Gaertner, radon spokesperson for the Pennsylvania Department of Environmental Resources, has little concern. "Eighty to 90 percent of our school readings are borderline," he says, "and most of these occur in

One Man's Crusade for Safe Schools

John Williams

One Association member's 20-year crusade against toxic hazards has become the focus of a state lawsuit against his local school district.

Robert Sawyers, a 56-year-old Baldwin (N.Y.) Junior High industrial arts teacher, first blew the toxic whistle after discovering his then-new building (built in 1962) had no provisions for dust collection in the woodshop. His detective work revealed other health and safety hazards.

"For 10 years we worked with poisons in use everywhere," he recounts. "No one seemed to care about the health effects on students and teachers."

Sawyers challenged the use of benzene as a solvent in the printshop, woodshop, and other areas; highly toxic silkscreen adhesives; a ceramic kiln firing with no ventilation; and asbestos clothing for heat protection.

Then, in 1978, Sawyers was diagnosed as having malignant melanoma, a skin cancer doctors said was related to toxic exposure at work. His fight against toxics in the school continued, fueled by a 1980 state right-to-know law.

In 1983, capping off three years of departmental harassment, a coworker reported that he saw Sawyers tossing asbestos into a monitor to falsify a high reading.

The school board recommended Sawyers' termination. When the New York State United Teachers (AFT) refused him representation, Sawyers turned to NEA-New York.

"I maintained a dual membership all these years even though Baldwin is an AFT town," he says with a smile. "It was the best decision I could have made. NEA came through for me with superb legal assistance when I needed it."

In spring 1985, Sawyers' year's suspension without pay was upheld by the state education commissioner, and the real legal battles began. One by one, the state and federal labor departments, the state worker's compensation commission, and the courts came out in support of Sawyers, but the tides really turned when the state attorney general's office filed suit against the Baldwin district.

In April of this year Sawyers returned to his old teaching position while awaiting the court's action.

Many of his colleagues in Baldwin have become converts to NEA-New York. They've initiated a "Bob Sawyers Fund" to help replace the pay he lost and defray the costs of his complicated medical care.

"Life has started to become nearly normal," he reports, "and I love getting back to my classroom." —*K.C.J.*

...IN HOME, SCHOOL, OFFICE

areas not used by students."

Chip McFadden takes a similar wait-and-see attitude about the radon scare. "I'm going to die of something anyway," he shrugs. "I'm not about to give up my house on the chance that this danger is real.

"I guess I'm a gambler at heart. Like other people, I think 'it couldn't possibly happen to me.'"

But it can, and it does. The Environmental Protection Agency (EPA) estimates that radon contaminates one U.S. home in eight.

Some scientists have attributed as many as 5 percent of all lung cancer deaths nationwide to the deadly fumes. New, superinsulated, airtight homes with low air exchange rates are most susceptible to radon accumulation.

Your local Association can request through the administration that school buildings be tested by your state environmental office or by the regional branch of the EPA (*see box*).

At home, if you're not the type to live in unknown danger, there are simple, inexpensive methods of radon detection. Your regional EPA office can send you complete information.

Radon gas is just one of many indoor air pollutants that contribute to what's become known as "tight building syndrome." Chemicals emitted from office machinery, classroom materials, furnace exhaust, cleaning agents, cigarette smoke, and synthetic fabrics poison much of the air we breathe daily.

Health hazards associated with tight building syndrome are difficult to track and verify. Documentation of symptoms such as dizziness, lethargy, and menstrual irregularities—along with more serious ailments like increased allergic sensitivities, miscarriages, and birth defects—is just beginning to identify trends among school and office workers.

Air exchange systems that large structures generally depend on can malfunction or otherwise limit the intake of fresh outside air to dilute the airborne toxics. Heating and air conditioning ducts can harbor harmful bacteria and fungi. The situation is exacerbated by windows that don't open.

Joe Di Dio

LeRoy Holt heads Nevada ESP unit.

Toxics in one room or area can effectively poison occupants of the entire structure. School personnel need to be aware of all the likely sources of hazardous materials.

The art classroom is a good place to start. Students are exposed to known carcinogens, poisons, and irritants through such innocent-sounding substances as powdered paints, instant glue, casting plaster, fabric dyes, photographic chemicals, pottery glazes, enamels, spray fixatives, rubber cement, and permanent felt tip markers.

The chemicals can enter the body through skin contact, ingestion, and inhalation. Students and adults in direct contact with these materials—as well as those breathing the airborne toxics—are in danger of developing acute (temporary) or chronic illnesses, or both. A single, intense exposure and cumulative lower-level exposures can be equally harmful to your health.

Richboro (Pa.) Junior High art teacher Cathy Begg knows firsthand the bodily damage that can result from daily exposure to art materials. In 1981, her first year of teaching, Begg was assigned to Holland Junior High School, an open concept school where containment of airborne toxics was impossible.

She began to suffer from fatigue, headaches, dizziness, and loss of coordination. As time went on, hospitalization became necessary.

New Jersey Newsphotos

New Jersey teachers Pam and Chip McFadden don't know how safe their land is, but they're not moving.

Now, several school transfers later, Begg's increased sensitivity has become permanent. "My problems now are not created by the environment but aggravated by it," she explains.

Begg and her local, the Council Rock Education Association, are suggesting safe substitutes for the highly toxic art supplies. What's needed, she emphasizes, is "education all around."

Further dangers await secondary school students and employees in industrial arts and vocational classrooms. Printmaking, woodworking, metalworking, welding, auto mechanics and bodywork, and other activities involve highly toxic substances.

The chemistry lab is often another trouble spot. Improper on-site ventilation, handling, storage, and disposal of chemicals can increase the dangers for all building inhabitants.

But classrooms and labs aren't the only culprits in spreading hazardous toxins through schools. Office duplicating equipment produces harmful ozone fumes. Aerosol sprays, including insecticides, are custodial standards. Chemicals like formaldehyde in carpeting, furniture, and wall paint are often lethal.

Nevada's Classified School Employees Association of Clark County took action on its own to ensure the safety of its 1,663 members. When President LeRoy Holt, a districtwide automotive worker, observed violations in the use and storage of hazardous cleaning and maintenance supplies, he compiled a list of demands for the school district.

Only after citations and the threat of an $80,000 fine from the state monitoring agency did the district remedy the problem.

The moral? "Health and safety on the job are the responsibility of every employee, to make sure the Association is aware of potential dangers," Holt says.

Many toxic substances are by-products of manufacturing and performance "improvements." Polychlorinated biphenyls (PCBs) are a perfect example of technology gone awry. It's taken nearly 50 years for scientists to recognize that these chemical compounds change into dangerous substances under extreme heat.

The most common PCB danger lies in the burnout of ballasts in fluorescent light fixtures. The ballast, located on one end of the fixture, regulates the current flowing through the bulb.

PCBs in the smoke and dust emitted from a ruptured ballast cause loss of appetite, fatigue, vomiting, stomach pains, rashes, and nose and eye irritation. Cancer and birth defects are long-term health effects.

As a precaution, members should check fluorescent lights where they work for evidence of PCBs. All equipment produced after the 1978 ban bears the label "NO PCBs," but many older fixtures have never been replaced.

Asbestos hasn't entirely disappeared from indoor air, either. In 1982, EPA required all districts to inspect schools for asbestos hazards and notify parents and school employees if such hazards were found.

But the program has been a dismal failure. A federal audit obtained by NEA through the Freedom of Information Act discloses that school district inspections in four EPA regions—the Northeast, Mid-Atlantic, Great Lakes, and Northwest—have relied on faulty procedures.

With the urging of NEA, the House and Senate have passed the Asbestos Hazard Emergency Response Act, which sets tougher standards for the inspection and removal of asbestos and increases the funding ceiling by $25 million—to $125 million per year—for the next three years, effective in 1987. The nationwide tab for cleaning up school asbestos hazards is estimated at $3 billion.

This coming April, a three-year EPA study is due on the extent and severity of problems related to toxic substances in and around schools. The agency has sought the advice of NEA on the project.

Where To Go For More Help

Thinking about **blowing the whistle** on unhealthy, unsafe conditions in your school or office? Perhaps you should consult *Protecting Environmental and Nuclear Whistleblowers: A Litigation Manual*, a guide to state and federal laws that protect workers against harassment on the job. To order send $20 to Nuclear Information and Resource Service, 1616 P St. N.W., Suite 160, Washington, D.C. 20036.

For a quick, easy test to determine if **PCBs** are contained in fluorescent lights where you work, send $10 to Environmetrics, 10679 Midwest Industrial Blvd., St. Louis, MO 63132 (314/427-0550).

If you're concerned about toxics in your **school art or chemistry** rooms, the Center for Occupational Hazards is a good resource. Write to 5 Beekman St., New York, NY 10038, or call 212/227-6220.

Is your building suspected of harboring unhealthy levels of **airborne pollutants**? For evaluation information, contact the National Institute for Occupational Safety and Health, 4676 Columbia Parkway, Cincinnati, OH 45226.

Your EPA Regional Office can provide an update on levels of **radon gas** found in your area, as well as publications on detecting and eliminating the contaminant.

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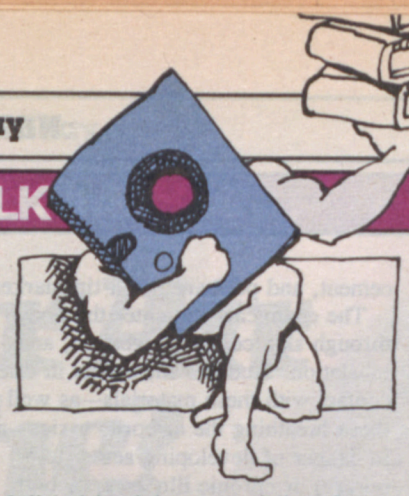
As school employees, the burden of monitoring hazardous toxics in your buildings often falls on you and your Association. A joint health and safety committee of employees and administrators can provide a good forum for reviewing working conditions. Nineteen states go as far as mandating attention to health and safety issues at the bargaining table.

To help you address the problem at the local level, NEA has compiled a *Health and Safety Handbook*. Watch for its publication in early 1987.

—Karen Comiskey Jenkins

TECH TALK

Knowledge on a 'Pinhead' And Other Electronic Marvels



Like the home and the office, today's classrooms are taking on a distinctly electronic-age look.

More than 91 percent of the nation's elementary and secondary schools currently have at least one computer; 80 percent have at least one videocassette recorder. Now two new products aim to take the school-based electronic age one step further, by taking advantage of the electronic hardware already in place.

Early this year, the New York–based Corporation for Entertainment and Learning, Inc., began marketing its Video Encyclopedia of the 20th Century—a comprehensive 75-hour resource that includes edited motion picture and TV news footage of major events from 1893 through 1985. Cost: $8,500, with discounts available to schools for multiple orders.

About the same time this video encyclopedia hit the marketplace, Grolier Electronic Publishing, Inc., started selling its Electronic Encyclopedia. For roughly $1,000, a school gets a piece of software—a disk less than five inches in diameter—containing all 21 volumes of the Grolier company's *Academic American Encyclopedia*, plus a disk drive that hooks up to an IBM PC or compatible computer.

Both companies say their products are selling well, especially to higher education institutions and public libraries. Both companies obviously have their eyes on the lucrative K-12 market.

The basic Video Encyclopedia consists of 75 one-hour videotape cassettes (Beta, VHS, or 3/4-inch) or 38 two-hour videodisks. The collection covers more than 2,100 news events in all, beginning with a short piece of film taken by Thomas Edison in 1893 and closing with Mikhail Gorbachev's 1985 ascent to the top of the Soviet Union's hierarchy.

In between are all sorts of memorable events: the Wright Brothers' first flight, the San Francisco earthquake, scenes from World War II, Martin Luther King's march on Montgomery, Ala.

Along with the cassettes or disks, the purchaser gets a printed index of events (arranged both alphabetically and chronologically), four volumes of references listing such key points as the running time of each tape segment, a "shot list" of the people, events, and places included, and related background information.

An annual update about two hours long is also available ($250 for Beta or VHS, $350 for 3/4-inch tape, $350 for videodisk). So is a social studies curriculum guide—the first of a planned series of such guides.

For more information on the Video Encyclopedia of the 20th Century, contact CEL Educational Resources, 515 Madison Ave., New York, NY 10022 (800/235-3339).

The people at Grolier, makers of the Electronic Encyclopedia on CD-ROM, have put all 9 million words and 30,000 entries from the company's printed encyclopedia onto the head of a pin. In this case the pin's an optical disk.

To use the system, a student loads the disk into a CD-ROM disk drive, logs on to an IBM PC or one of the many compatible computers, and types in the particular subject he or she is looking for. In seconds, an index of titles appears, from which the student can select the desired article and call up its full text onto the screen.

Grolier spokesperson Lisa Nagel says the computerized encyclopedia has several advantages. Its $1,000 price tag (just $200 if you already have a CD-ROM disk drive lying around) is only about $200 more than the print version, but it drastically reduces the amount of time students spend hunting through several volumes—and with a computer-printer hookup it provides a hard copy of the article in just seconds.

What it doesn't do, says Association member Linda Douglas, who heads the library media department at 2,000-student Atwater (Calif.) High, is reduce library media specialists' workloads.

"We've found that students want to delve into other library sources once they've used the computerized encyclopedia," notes Douglas, "and that means we spend more time directing them to other reference works.

"But that's good," she quickly adds. "It shows that students are really getting into their assignments."

For more details about the Electronic Encyclopedia, write Grolier Electronic Publishing, Inc., 95 Madison Ave., Suite 1100, New York, NY 10016.

—Bill Fischer

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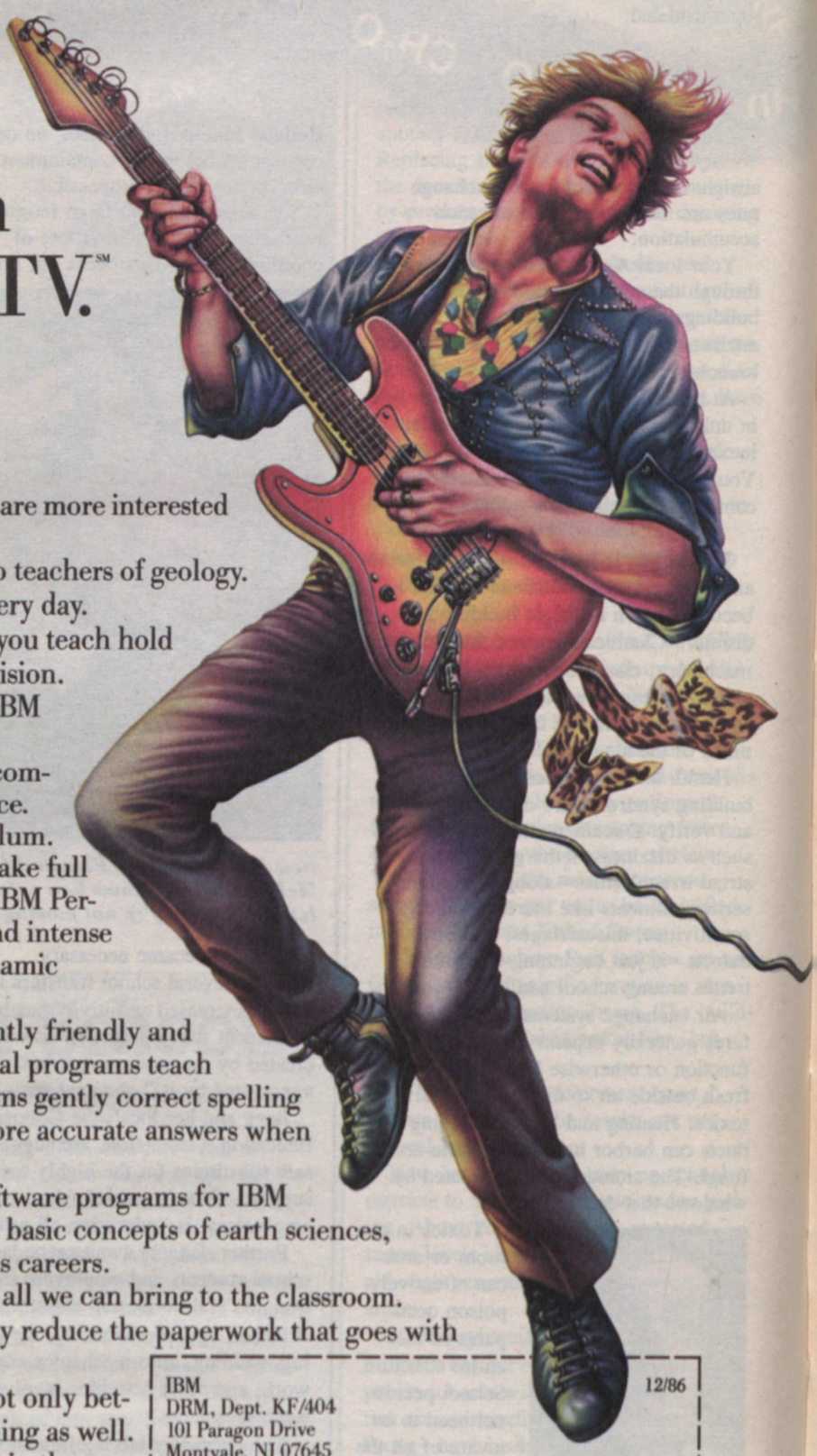
How geology can compete with MTV.℠



We might as well face it. Most students are more interested in rock than in rocks.

Of course, the problem isn't peculiar to teachers of geology. Almost every educator grapples with it every day.

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YOU AND THE LAW

A Non-Solution

Random Drug Testing Tramples Rights

Economics isn't the only area where the Administration is experimenting with a "trickle down" theory. In September President Reagan signed an executive order authorizing federal agency heads to require employees to be tested for drugs. The order applies to 2.8 million federal workers.

If the public frenzy over drug testing continues unabated, it's likely that local school boards will adopt their own mandatory testing programs for school employees. Indeed, 77 percent of adults polled recently by *USA Today* said they supported drug and alcohol tests for teachers.

Recognizing that random drug tests are unconstitutional, inaccurate, unnecessary, and degrading, the NEA Board of Directors last June adopted a strongly worded position statement opposing such tests.

The best strategy for battling this latest assault on school employees is to persuade local boards not to implement drug testing programs. There are half a dozen compelling reasons why such programs are a bad idea.

► *Drug testing is inaccurate*. According to the *Journal of Analytical Toxicology*, the EMIT test, the most frequently used test for marijuana, has a built-in error rate of 5 to 20 percent. While an expensive ($100) confirmatory test greatly reduces this rate, human error such as mishandling, dirty lab equipment, and sample contamination can still cause false results.

Any mistake is unacceptable because it may destroy a career and a life. If a test with an error rate of only 1 percent were given to the entire NEA membership, 18,000 school employees would be falsely accused of being drug users.

Equally frightening is the fact that lawful substances in a person's system can trigger a positive test result. Anti-inflammatory drugs and such common painkillers as Advil and Nuprin can falsely indicate marijuana use. Diet pills, nasal decongestants, and heart or asthma medication can cause a positive reading for amphetamines. Poppy seeds may result in a positive test for opium.

► *Drug testing is degrading*. Can anything be more humiliating than being forced to disrobe from the waist down and urinate into a bottle while a security guard watches?

► *Drug testing constitutes an unwarranted invasion of employees' privacy*. A lot of information that the employer has no right to know goes into those little sample bottles. While a urinalysis is a less than accurate means of detecting drug users, the process does reveal the most intimate information about the private lives of school employees.

Urinalysis can reveal whether an employee is pregnant or has taken medication for heart disease, depression, diabetes, epilepsy, or a host of other conditions.

► *Drug testing is unconstitutional*. It's been well settled by the courts that public school employees do not surrender their constitutional rights at the schoolhouse door. The Fourth Amendment protects citizens—even teachers—from warrantless searches of their property and persons. Twenty years ago the Supreme Court decreed that government-ordered extraction of body fluids from a suspect was a "search and seizure" subject to the strictures of the Fourth Amendment.

So it should come as no surprise that—with one exception—the courts uniformly have struck down drug tests of public employees in the absence of an "individualized suspicion" based on clear evidence that the employee is currently impaired by alcohol or drugs.

In the first case involving the testing of teachers, a New York appellate court last August struck down an order by a local superintendent that 22 probationary teachers be tested for drugs before they could receive tenure. Emphasizing that "there [was] no basis for believing that any one of these teachers has ever used or is using illegal drugs," the court declared the superintendent's order unconstitutional and "an act of pure bureaucratic caprice."

Courts in other jurisdictions have struck down random drug testing imposed on school bus attendants, prison guards, and students. The one area of public employment where the courts apparently will permit random testing is any job that involves direct responsibility for the safety of the public—including, for example, air traffic controllers, airline pilots, train engineers, and bus drivers.

► *Drug testing is unnecessary*. Simply put, it's a bad solution to a nonexistent problem. There have been no reports of major drug rings run by English teachers, no exposes of massive 'crack' addiction among school secretaries. For the most part, public school employees don't do drugs. (It's tough to support a cocaine habit on $18,000 a year.)

► *Drug-testing is un-American*. Two time-honored rules of law that separate this country from police states are the presumption of innocence and the right against self-incrimination. Random drug testing eviscerates both principles. The public employee is presumed to be a drug user and must prove his or her innocence by submitting to a test. If the results are positive then the evidence obtained from the employee's own blood or urine can be used to punish him or her—a serious violation of civil liberties.

There's an alternative for dealing with drug abuse—an alternative that respects the privacy interests of public school employees: an employee assistance program ("EAP").

NEA Affiliate Services manager John Dunlop recommends using the collective bargaining process to establish an EAP as a way to help employees with chemical dependency—but suggests leaving details of the program to a joint labor-management oversight committee.

Since employee confidence is the key to a successful EAP, Dunlop advises that voluntary referrals be kept confidential and that counseling and treatment services be performed by an outside firm and combined with a continuing education effort. Employees also should be able to use sick leave or draw from a sick leave bank for days lost due to treatment—and should be guaranteed protection against retaliation for requesting assistance from an EAP.

The local Association can and should play a key role in developing an effective response to the problem of drug dependence in the workplace. Drug testing is an unfair, illegal, and degrading "quick fix" that severely damages morale and does nothing to help the dependent employee.

—Mike Simpson, NEA Office of General Counsel

YOU AND YOUR RETIREMENT

Will Medicare Benefits Cover All Your Health Needs in Later Years?

High on the list of issues vital to both retired Association members and those nearing retirement is health insurance.

"We all get similar questions," NEA-Retired President Joe Westbrook told a recent meeting of the NEA-R Advisory Council. "'Is my health insurance adequate for my retirement years?' 'Do I need supplemental coverage?'"

NEA-R is now working with NEA's Member Benefits Program to examine the ins and outs of health insurance. It will be offering periodic suggestions—through Association publications—to help you determine what's best in your individual situation.

Medicare—federal health insurance for people age 65 or older and for the totally and permanently disabled of any age—consists of two parts: hospital and medical (or doctor's) insurance. Although Medicare covers a wide range of services, it doesn't pay all expenses—and out-of-pocket costs are increasing.

The chart at right shows what Medicare does and doesn't cover. Studying it can help you determine if you need additional coverage. A future issue of the *NEA-R Update* newsletter will focus on what to watch for in picking "Medicare supplement" policies, many of which are overpriced.

—Marian Clayton

Comparison of 1986 and 1987 Medicare Benefits

Part A Hospital Insurance (Per Benefit Period)

Hospital Benefits	Medicare Pay in 1986	You Pay in 1986	Medicare Pays in 1987	You Pay in 1987
First 60 days	All charges over deductible	$492	All charges over deductible	$520
61st through 90th day	All charges over $123 per day	$123 per day	All charges over $130 per day	$130 per day
91st through 150th day if lifetime days are used	All charges over $246 per day	$246 per day	All charges over $260 per day	$260 per day
91st through 150th day if lifetime days not available	Nothing	All charges	Nothing	All charges
After 150th day	Nothing	All charges	Nothing	All charges
In-hospital private nursing care	Nothing	All charges	Nothing	All charges

SKILLED NURSING CARE BENEFITS (In Medicare-Approved Facilities)

First 20 days	All charges	Nothing	All charges	Nothing
21st through 100th day	All charges over $61.50 per day	$61.50 per day	All charges over $65 per day	$65 per day
After 100th day	Nothing	All charges	Nothing	All charges

PART B MEDICAL INSURANCE (Per Calendar Year)

Specification	Medicare Pays in 1986 and 1987	You Pay in 1986 and 1987
Deductible	Nothing	$75
Charges beyond deductible	80% of approved charges	Remainder

People

Mike Spinelli

Suzanne Heim's day begins at 4:52 a.m. "When you have a hobby as intense and time-consuming as mine," she says, "you learn to be very efficient about your time. I have my morning routine down to the minute—literally."

Heim's hobby is long-distance swimming; her profession is working with the severely handicapped, as a special education teacher in California's Marin County.

She's one of only 50 Americans to have swum across the English Channel—and she's done it three times. Her two-to-four-hour daily workouts include a lot of time in San Francisco Bay. Heim's specialty is difficult swims no one else has done.

A Bay Area native who began swimming at the age of five, Heim says she enjoys the challenge.

"It's very much like what I try to do with my students," she says. "I try to help them bring out the best in themselves—that's what swimming is about for me."

Heim once thought about turning pro. "But teaching is my first love," she says. "My work with students means a lot of giving. I like keeping swimming as something for *me*." □

Kim Kulish

What do you know about Japan? What would you *like* to know about Japan?

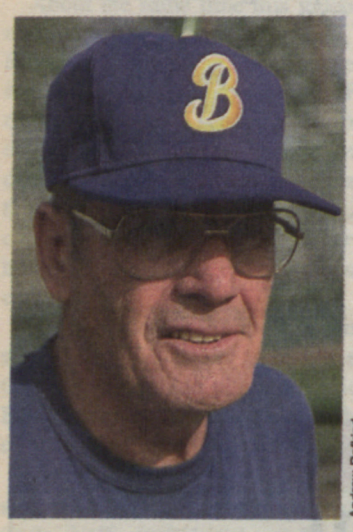
Those two questions started Alabama Education Association member **Eleanor Smithers** and her eighth grade English student Jason Nielson on a 15,000-mile journey to the Far East last summer.

Huntsville, where Smithers teaches at the New Hope School, was one of seven metropolitan areas where the Japan Trail '86 contest ran, sponsored by the Asia Society and the TDK tape company. Students were challenged to answer the first question with a drawing and the second with an essay showing creativity, ability to communicate, and interest in Japan.

Their teachers were asked to come up with ideas for creative curriculum projects to develop in Japan and then carry out at home. "I'd already had students writing haiku," Smithers says, "but I also teach math, reading, and social studies, and I had ideas for working Japan into those subjects."

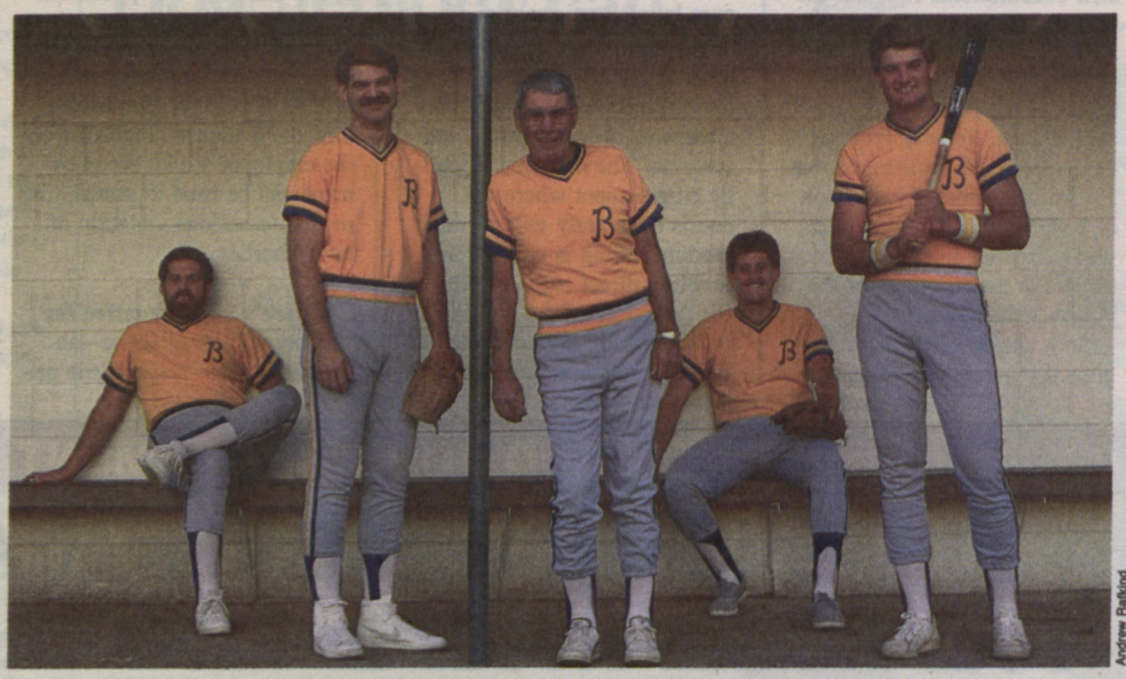
Smithers and Jason made up one of 10 teacher-student teams to win the contest and earn the free trip. Their visit to Japan included a day in a Tokyo junior high, meetings with PTA groups, and a weekend as guests of families in Gifu, near Kyoto.

"Since I got back," says Smithers, "I've had many opportunities to share my experience with other teachers in Alabama and Mississippi." □


Andrew Rafkind

Idaho Association member Dwight Church has a record any major league manager would envy: 2,036 wins and 701 losses (nearly a .750 winning percentage) over a 32-year career coaching baseball for Lewiston High School and the area American Legion team.

A former outfielder for the St. Louis Browns (now the Baltimore Orioles), Church has repeatedly guided his teams to state, regional, and national championships. His American Legion record includes 20 state, four regional, and four World Series titles.


Andrew Rafkind

Church counts the 1986 high school season as one of the greatest ever. "We won the state championship in three games," he reports. "It was a very young team that no one expected to win."

The secret of his success? "We have a good program," stresses Church, seen above with sons (*from left*) Dave, Doug, Dan, and Duane. "It's been the result of years of effort by the parents and the community, along with the school. But it's the kids who have done it—they're the greatest."

Church's influence with the town's youth extends beyond the baseball diamond. His three decades at Lewiston High have also included coaching football, directing the athletic program, and teaching anatomy and biology. □

In her classroom, Maryland science teacher **Nancy Smeltzer** sticks to the facts; outside, she lets her imagination soar to the heavens.

She's created two 4′ x 4′ wall hangings of celestial scenes. One is her vision of a futuristic celestial highway; the other her interpretation of the part of the universe that's home to Halley's comet.

Both are based on a Japanese quilting technique called *sashiko*, which uses white thread on a dark blue background. It took Smeltzer some three months and 74,000 hand stitches to create each.

"As a child I would look at the night sky and mentally draw lines from one star to the next, 'connecting the dots,'" she explains. "These creations are an extension of that."

Joe Di Dio

Smeltzer teaches at Old Court Middle School in Baltimore County. She holds a masters degree in fine arts and has been creating fiber art for the past six years. She also turns out unusual wall hangings by loosely interpreting a Navajo Indian basket-making technique called *coiling*. □

H. Darr Beiser/USA Today

H. Darr Beiser/USA Today

The photos say it all. This wasn't simply another win for a high school football team. Glenville (Minn.) High's Trojans had just defeated Ellendale-Geneva High by a score of 14-8, snapping a 70-game losing streak—only two losses short of the national record set by a Missouri team back in 1974.

The Trojans hadn't won a game since September 8, 1978. Over the course of the streak, opponents had outscored them by an agonizing total of 1,803 to 259.

Glenville's coach, **Roger Reuvers**, was as elated as his Trojans when they won at last. "The breaks used to always go against us," he says. "This time things finally went our way."

Association member Reuvers, who teaches math and science, has been Glenville High's head football coach for three years.

Glenville, a hundred miles west of Minneapolis and six miles from the Iowa border, has a population of 851. The high school's enrollment is the second smallest in the Gopher Conference, but the team's mounting losing streak drew publicity on the sports pages of newspapers around the country.

The victory provided a real lift for Glenville residents, many of whom have lost their jobs and farms. Some saw the long-awaited win as an omen of better times to come. Though the Trojans finished the season with just one victory, they had broken a string of frustrations. "It's time to forget the losing streak," Reuvers says, "and look ahead.'" □

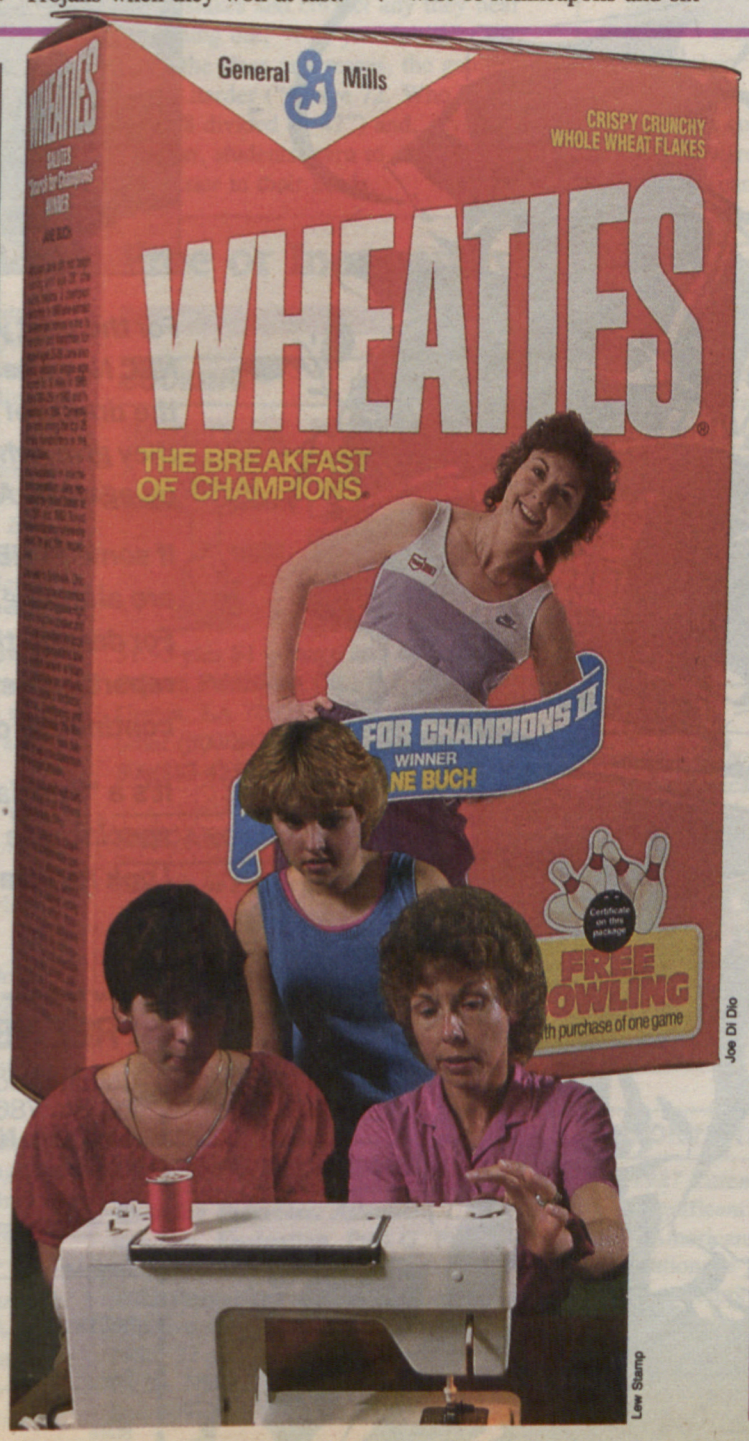
What's home economics teacher **Jane Buch** doing on a box of Wheaties? Read on.

This Doylestown, Ohio, Association member is a winning marathoner and physical fitness expert. Her marathon times rank among the country's top 30, and she holds the national record for her age in both the 1984 and 1986 30-kilometer (over 18-mile) runs.

"I started running when I was 28—to lose weight," explains Buch. "I was so out of shape then, I couldn't run even a quarter mile."

Her knowledge of athletic nutrition makes Buch a popular speaker and consultant to community groups. Last year her high school athletic nutrition program—one of the first ever developed—won an award of merit from the American Vocational Association. Her articles on nutrition have appeared in several magazines, and her text-workbook for high school students, "Conditioning and Nutrition for Athletes: The Winning Combination," has been published by University Press of Athens, Ohio.

So how did she get on the cereal box? Buch was nominated by her community Boosters Club in Wheaties' "Search for Champions" competition. From a group of 1,000 nominees, Buch and five others were designated winners. The Boosters Club received some $3,000, which it used to construct an all-weather track for Chippewa High School, where Buch teaches. □



Joe Di Dio

Lew Stamp

New Jersey Newsphotos

©1986 Fantasy Forest Films, Inc.

Picture this: frogs cavorting in Busby Berkeley fashion, mushrooms breakdancing, an artist wielding a brush that becomes a magic wand.

That's exactly what two New Jersey Association members have pictured in a new animated film, *The Elm-chanted Forest*, scheduled for viewing during November and December on the HBO cable channel.

The 83-minute fantasy started to take form three years ago when **Fred Sharkey** (*left*), an English teacher at Wayne Hills High School in Wayne, was given the script for a "minor rewrite" by a former college buddy working for a Yugoslavia-based film company.

The script needed a total rewrite, observed Sharkey, who'd written for two Emmy award-winning children's TV series. He suggested a new plot and a snappy musical score to make the fantasy appeal to the American market.

Enter Sharkey's friend **Dennis Leogrande** (*right*), a music teacher at Randolph (N.J.) Intermediate and High School. He got started on the musical score, which features four specialty tunes from country and western to rap, along with 40 minutes of background music. A high point? "Hearing the songs I'd worked so hard on, while conducting the New Zagreb Orchestra," enthuses Leogrande.

As their Disneyesque production airs, Sharkey and Leogrande will be picturing nothing short of a line of penguins that rumba for their upcoming sequel, to be called *Snowcap*. □

INTERNATIONAL

The UN: A World of Classroom Resources

Whether your students are learning about satellites, insects, world trade, aging, or pulp and paper production, chances are the United Nations has some material that you—and they—will find useful.

The UN publishes data on demographics, agricultural and industrial production, and energy. It produces technical information on land reclamation, water resources, disease control, and nutrition. Various parts of the UN make international law, allocate world radio frequencies, regulate international civil aviation, and coordinate a world weather watch. Information is available about these and many other activities, from various UN sources.

In general, you can get materials on subjects the UN deals with from the United Nations, New York, NY 10017 (for room numbers, look under the specific headings below); from some chapters of the United Nations Association of the USA (check your local phone book); or from the United Nations Information Centre, 1889 F St., N.W., Washington, DC 20006 (phone 202/289-8670). Some universities and private distributors also can provide UN materials.

Books

Trademarks and traffic, vegetables and vehicles, water, wind, and weaving are only a few of the topics treated in UN publications—a stock of some 4,000 books and issues of journals, with about 400 new titles appearing each year.

Catalogs and order forms are available from United Nations Publications, Room DC2-0853, United Nations, New York, NY 10017 (212/754-8302). The bookshop in the UN headquarters in New York City stocks publications and such items as calendars and diaries.

Films

You can get information on UN films from the Promotion and Distribution Unit, Room S-0845, United Nations, New York, NY 10017 (212/754-6939). To see what's available on film, get the free *UN Film and Video Catalog* from the Promotion and Distribution Unit, or buy the catalog *Films of the United Nations Family* ($5), which includes some 600 productions of the UN and its agencies, from the UN Bookshop at UN headquarters in New York.

You can rent UN films from the University of Illinois Film Center, 1325 S. Oak Street, Champaign, IL 61820 (800/367-3456, in Illinois 800/252-1357). Many UN films are also available for loan or rental from local public libraries, and some can be rented or purchased directly from U.S. distributors (ask the Promotion and Distribution Unit for a list of the distributors).

Photographs

The UN Photo Library has some 170,000 prints and slides and adds about 3,000 a year to the collection, which covers the full range of UN activities and concerns. Ask what's available on the subject you want to illustrate. If a particular topic is of common interest, you may be able to get a set of 10 to 12 slides or 5 to 10 prints already made up on the subject.

Photos are available from the Photo Library, Room S-0994, United Nations, New York, NY 10017 (212/754-6927). Black and white 8" by 10" matte-finish prints are $1 each; color slides' cost depends on the purpose you'll be using them for.

Posters and Displays

The UN produces photo wallsheets about 22" by 36" and displays of eight photos, each about 14" by 12", on subjects like communications or technology (the wallsheet reproduced here is part of a display on population.) These are available from the UN Information Centre in Washington, D.C., at the bookstore at UN headquarters in New York, and from the Photo Distribution Officer, Room S-0994, United Nations, New York, NY 10017 (212/754-6927).

Set of 10 UN posters estimates population through the year 2100 and shows variables that will decide quality of life when we reach 10 billion.

Electronic Information

The UN's Department of Public Information is setting up an electronic information network, accessible to anyone with a computer and modem, that will give users access to news about UN activities. For information, contact the DESI Electronic Information Network, Room S-1061L, United Nations, New York, NY 10017 (212/754-6875).

—Jane Power

ADVERTISEMENT

On Tuesday, January 6, an NBC News White Paper tells America what it's like

To Be A Teacher

For the past year, Tom Brokaw and an NBC News team have been exploring the drama of teachers' lives—what they give, what they get, what they're up against. And what to do about it.

If some of NBC News' conclusions are alarming, others are inspiring. For despite the odds, Tom Brokaw reports, most in the profession continue to care—and to achieve.

It's a "Special" worth making a special note to yourself to watch. Look for it Jan. 6 at 10pm ET.

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RESOURCES

TV/Radio Tips

NEA recommends the following broadcasts to members, students, and their families.

The Making of a Continent: The Land of Sleeping Mountains—*PBS, Monday, Dec. 1, 9-10 p.m. ET.* Cinematographers record the metamorphosis of the Great Basin in the western United States.

Main Street—*NBC-TV, Tuesday, Dec. 2, 4-5 p.m. ET.* Host Bryant Gumbel discusses current events with high school students.

Kraft Presents: Jim Henson's The Christmas Toy—*ABC-TV, Saturday, Dec. 6, 8-9 p.m. ET.* A group of toys band together to teach a naive stuffed tiger the true spirit of Christmas.

CBS Schoolbreak Special—*CBS-TV, Tuesdays, 4:30-5:30 p.m. ET. Dec. 16:* "The War Between the Classes." Rebroadcast of an award-winning classroom dramatization of civil rights issues and social complacency. *Jan. 13:* "The Drug Knot." Former vice squad officer David Toma reenacts his real-life role as an anti-drug crusader. Free teacher's guides available from CBS, 51 West 52nd St., New York, NY 10019.

Christmas from Around the World—*National Public Radio, Tuesday, Dec. 23; check local listings for time.* The Chicago Children's Choir and musicians from England, Ireland, and Mexico are featured

Oy Chanukkah—*American Public Radio, Saturday, Dec. 27, check local listings for time.* The musical group Klezmer performs Jewish jazz in celebration of Chanukkah.

Christmas Down Under—*American Public Radio, check local listings for date and time.* An Australian musical interpretation of Christmas, including two dramatic presentations.

China in Change—*Discovery Channel, Monday, Dec. 29, 12-12:30 p.m. ET, or Wednesday, Dec. 31, 9-9:30 p.m. ET.* Begins a four-part series focusing on the people, music, and dance of mainland China.

Colorsounds—*PBS; check local listings for date and time.* An integrated learning system using music video lyrics to teach reading, phonics, parts of speech, and grammatical structure.

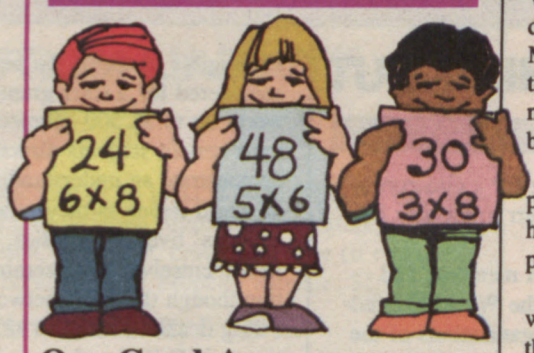
Drinking and Driving: The Toll, The Tears—*PBS; check local listings for date and time.* Documentary focusing on the aftermath of nine tragic drunk-driving accidents.

Zoobilee Zoo—*syndicated; check local listings for channel, dates, and times.* Live action series geared toward developing young children's interest in the arts. Starring Ben Vereen.

CBS Storybreak—*CBS-TV, Saturdays beginning Jan. 3; check local listings for times.* Adaptations of popular children's books, designed to encourage young people to read; Bob Keeshan hosts.

Square One TV—*PBS, Monday through Friday beginning in January; check local listings for times.* Promotes mathematics and the use of problem-solving processes; designed for 8- to 12-year-olds. □

Idea Exchange



One Good Answer Deserves Another

And one question leads right to the next, for the fourth and fifth graders in Sandra Cahoon's Montgomery (Texas) Intermediate School math class.

Cahoon's game "I Have, Who Has?" keeps students on their toes as they have fun and learn math facts at the same time.

Cahoon first hands each student a card with a printed math problem and an unrelated answer. One student starts the game by calling out the answer, then asking the unrelated question, for example, "I have 24. Who has 6 times 8?"

The student whose card reads 48 picks up the cue by saying "I do, who has 5 times 6?" The game continues until all the students have had a chance to read their cards.

Cahoon encourages the class to listen for mistakes and correct any they hear by calling out, "No, you don't!"

As the class progresses, the game grows harder ("I have 72. Who has 6 times 8 divided by 4?") and, says Cahoon, students learn to calculate faster and faster in their heads.

Young Authors, Future Writers

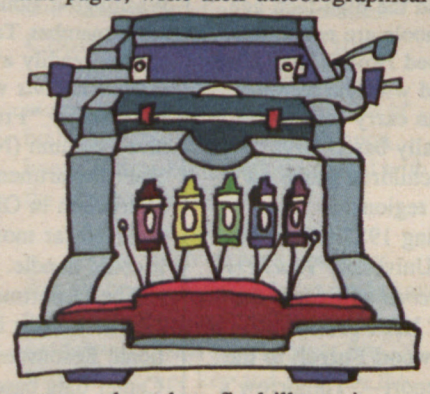
Writing a book is a project that would daunt many adults. But media specialist Mavis Kintzel Catalfio helps students in three Portland, Ind., elementary schools not only write but also illustrate and bind their own books.

It doesn't just happen, though; careful planning and preparation help students hone their skills before they tackle the project.

Catalfio assigns plenty of creative writing throughout the year. When she thinks the students are ready to begin developing their books, she provides story ideas and invites published authors to visit. The art teachers pitch in by helping with illustrations.

Parents become involved in discussing ideas, transcribing for young children, or typing. In their first drafts, students are encouraged to let the story flow without concern for grammar or punctuation.

In the final stages, students design title pages, write their autobiographical

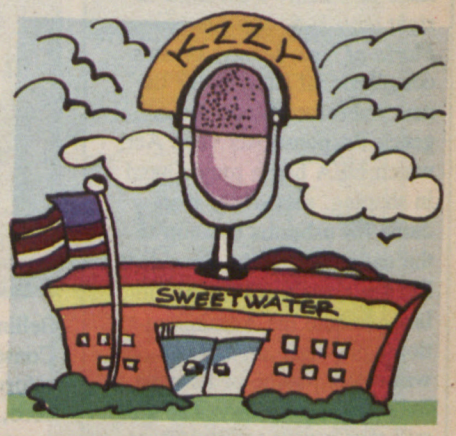


notes, and produce final illustrations. The project concludes with an author's visit and awards ceremony for the class.

Students can work alone or in teams on the project. According to Catalfio, book-writing encourages students to improve their writing skills and gives them renewed interest in reading.

School News Makes Drive-Time Radio

Devils Lake (N. Dak.) residents who tune in to radio station KZZY Monday mornings can hear the Sweetwater



School news-of-the-week straight from the mouths of Terry Brenner's six graders.

Every Friday, four of Brenner's students record the three-to-five-minute broadcast based on news they've collected from teachers throughout the week. Typical subjects are birthdays, upcoming events, and student honors. The program always concludes with a school anecdote.

Brenner selects a different group of students each week, making sure each of his three reading groups is represented. The students learn responsibility for deadlines, proper enunciation, and a new enthusiasm for the written word, says Brenner. □

Free or Inexpensive

COOKING

Mister Cookie Breakfast Cookbook. Cynthia Neely and Elaine Lyerly. Gives simple illustrated recipes—plus cooking safety hints—for children age 5 and up. 24 pp. $1.95 plus $1 postage and handling. Pelican Publishing Co., P.O. Box 189, Gretna, LA 70053, or by telephone order (800/843-1724; in Louisiana 800/843-4558).

GUIDANCE/BIOLOGY

Careers in Partnership with Nature. American Association of Nurserymen. Describes career opportunities in the horticultural industry. One-page brochure. Single copies, free with SASE (business size); bulk copies, 10¢ each plus postage. Careers, 210 Cartwright Blvd., Massapequa Park, NY 11762.

TEACHING TECHNIQUES

Listening Processes: Attention, Understanding, Evaluation. Paul G. Friedman. Helps teachers apply research findings to make themselves and their students more effective speakers and listeners. Rev. 1986. 32 pp. Stock no. 1071-X-00-D. $2.50. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

ART/INDUSTRIAL ARTS

How To Teach Whittling and Wood Carving. Willard Bondhus and James Beving. A manual for group (or self-) instruction, with 17 tested wood-carving projects for classroom use. 104 pp. $7.95 plus $1.50 postage and handling (N.Y. State orders add 56¢ sales tax). Almar Press, 4105 Marietta Dr., Binghamton, NY 13903.

MEDIA

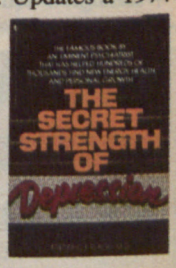
Film and Video. David Staples. Gives the technological history of film and television production. 95 pp. $8.90 plus $1 postage prepaid. By mail from Warwick Press/Franklin Watts, 387 Park Ave. South, New York, NY 10016, or by telephone order (800/843-3749).

HISTORY/ETHNIC STUDIES

The 1987 Calendar of Black History. Lists significant events in the history of Black Americans and gives biographical information on 12 important individuals, including composer Scott Joplin and archivist Arthur Alfonso Schomburg. $2. Black History Calendar, DA23, Aetna Life & Casualty, 151 Farmington Ave., Hartford, CT 06156.

COUNSELING

The Secret Strength of Depression. Frederic F. Flach, M.D. Updates a 1974 book that describes depression (including a chapter on depression in adolescents) and its treatment. Rev. 1986. 221 pp. Stock no. 25935-0. $3.95 from booksellers or for $1.50 more prepaid from Bantam Books, 414 East Golf Rd., Des Plaines, IL 60016.



SCIENCE

Science Objectives: 1985-86 Assessment. Presents learning objectives for curriculums in six science subject areas. These are the same objectives that were the basis for the most recent appraisal of science learning among 9-, 13-, and 17-year-olds by the National Assessment of Educational Progress. 40 pp. $5, plus $1.50 postage and handling. National Assessment of Educational Progress, CN 6710, Princeton, NJ 08541-6710.

Tina's Science Notebook. Tina DeCloux and Rosanne Werges. Presents hands-on experiments, games, and puzzles in science for 4- to 8-year-olds. 45 pp. plus reproducible worksheets. $9.95 postpaid. Symbiosis Books, 8 Midhill Dr., Mill Valley, CA 94941. □

Your NEA

MAKING NEWS

NEA Secretary-Treasurer **Roxanne Bradshaw** (*pictured at right with U.S. Rep. James Florio of New Jersey*) praises congressional support for the new Asbestos Hazard Emergency Response Act. The Act, which NEA had a major hand in shaping, sets stiffer standards for asbestos cleanup in the nation's schools. President Reagan has signed the bill into law—despite his Administration's previous attempts to water down some of its most important provisions. The Act will take a year to implement. It orders districts to get rid of school asbestos hazards and mandates federal standards spelling out how they must do the job...

NEA Executive Director **Don Cameron** addressed reporters, journalists, editors, and commentators on key questions facing education at a conference sponsored by the Washington Journalism Center in Washington, D.C.—one of a continuing series designed to help journalists increase their understanding of current issues in the news...

NEA Executive Committee member **Sue Hovey** of Idaho served on a panel at this fall's National Rural and Small Schools Consortium at Western Washington University in

Joe Di Dio

Bellingham. She warned the Consortium that if the education reform movement is to succeed, teachers and technicians must help rural schools advance into the high-tech age. If these schools are not to languish, argued Hovey, they must be equipped with the technology that can carry instruction from centrally-based large schools to children in the outermost rural regions...

The Spring 1987 issue of the Columbia University *Teachers College Record* will carry the reaction of NEA President **Mary Hatwood Futrell** to the Holmes Report—"Tomorrow's Teachers: A Report of the Holmes Group"—an education reform proposal suggesting strategies for radically revising and upgrading teacher education programs. Futrell's article is part of a symposium on the Holmes report by leading educators and researchers. □

REACHING OUT

Need funding for a classroom project? A Carr grant may be the answer.

Association members and members of the World Confederation of Organizations of the Teaching Profession (WCOTP) are eligible to apply. To be considered for a Carr grant—worth up to $2,500—projects must benefit students directly, demonstrate an understanding of world issues as they relate to students' lives and studies, and lend themselves to dissemination though the NEA network. Filing deadline for the 1987 grants is February 1.

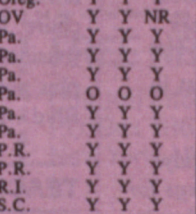
The grants honor former NEA Executive Secretary William G. Carr, who helped found WCOTP and served as its first general secretary and president. For details contact the Carr Grants Program, National Foundation for the Improvement of Education, 1201 16th St., N.W., Washington, DC 20036. □

LOOKING BACK

► ***Global Visions*, a unit on** cultural exploration for the intermediate grades written by Washington Education Association member Tarry Lindquist, is now readily available. When *Global Visions* was listed in the *NEA Today* "Free or Inexpensive" column (Nov. 1985), the State Department of Public Instruction in Olympia, Wash., received far more requests than it could handle.

The Department has now put *Global Visions* into the Educational Resources Information Center data base, where it's been assigned ERIC document number ED 271 345. The unit is available on microfiche (for 78¢ plus 22¢ first class postage) and paper (46 pp., $3.70 plus $1.74 UPS charge) from ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, VA 22304-5110 (1-800-227-3742). Include document no. and specify MF01 for microfiche or PC02 for paper.

► **Ignoring** frequent advice to the contrary, college student Kiley Ruwe ("Why Won't Mary Ellen Teach?," March 1984) persevered and earned a B.A. in elementary education from Boise (Idaho) State University in just two-and-a-half years. She went on to complete a master's degree in education and is now in her second year of teaching in Boise.



Andrew Rafkind

Ruwe doesn't regret her career decision. She finds working with kindergartners and first graders challenging and stimulating, despite the many out-of-class hours she puts in. Someday, though, Ruwe would like to try her hand at teaching secondary students and conducting workshops to improve teacher morale.

"I get frustrated when people ask why I'm just a teacher," she says. "I *want* to teach—and to be the best at it."

► **KIDSNET, the NEA-backed,** computerized clearinghouse for locating past and future TV and radio shows on specific subjects ("Lost in the Media Maze? Here's Help," May 1986) continues to grow by leaps and bounds. Helping to celebrate the opening of its new larger quarters in October, NEA Vice-President (and KIDSNET board member) Keith Geiger congratulated the six-month-old project on its rapid progress. Originally housed at NEA Center, KIDSNET now offers subscribers searches of its massive database from 6856 Eastern Ave., N.W., Suite 208, Washington, DC 20012 (202/291-1400). □

TAKING A STAND

NEA Directors Go On Record

Under NEA Board of Directors policy, NEA must publish every roll-call vote of the Board. There were three such votes at the September 26-27 Board meeting.

Subjects of Votes:

#1: Appropriated up to $100,000 to the Colorado Education Association from the 1986-87 Contingency Fund to assist in the effort to defeat a statewide vote on a constitutional amendment which would severely cripple education funding. 129 yes, 0 no, 3 absent, 3 nonrespondents (3 other absentees replaced by alternates).

#2: Appropriated up to $110,000 to the Oregon Education Association from the 1986-87 Contingency Fund to assist in an effort to defeat two negative statewide measures and to pass the tax reform measure which OEA has placed on the ballot. 130 yes, 0 no, 3 absent, 2 nonrespondents (3 other absentees replaced by alternates).

#3: Appropriated $80,000 from the 1986-87 Contingency Fund to implement the Foundation Grants component as described in the NEA Small States Assistance Program. 131 yes, 0 no, 3 absent, 1 nonrespondent (3 other absentees replaced by alternates).

Key:

Y—voted in favor of the issue
O—absent from the meeting
NR—vote not recorded on the issue
*—alternate director

Correction

On the unanimous July 2, 1986, Board roll-call vote reported in the October *NEA Today*, Illinois director Robert Johan was shown as "vote not recorded" but should have been listed as voting yes.

NAME	STATE	Roll Call # 1	2	3
Harris	Ala.	Y	Y	Y
McDanal	Ala.	O	O	O
Mobley *	Ala.	Y	Y	Y
McDonald	Ala.	Y	Y	Y
Stitham	Alaska	Y	Y	Y
Federoff	Ariz.	Y	Y	Y
Kindler	Ariz.	Y	Y	Y
Pondexter	Ark.	Y	Y	Y
Johnson	Calif.	Y	Y	Y
Nuesseler	Calif.	Y	Y	Y
Pavey	Calif.	Y	Y	Y
Potter	Calif.	Y	Y	Y
Reising	Calif.	Y	Y	Y
Rockwell	Calif.	Y	Y	Y
Walden	Calif.	Y	Y	Y
Williams	Calif.	Y	Y	Y
Wittman	Calif.	Y	Y	Y
Morris	Colo.	Y	Y	Y
Wright	Colo.	Y	Y	Y
Gagliardi	Conn.	Y	Y	Y
Jacaruso	Conn.	Y	Y	Y
Smith	Del.	Y	Y	Y
Zachariah	D.C.	Y	Y	Y
Gordon	Fla.	Y	Y	Y
Holmes	Fla.	Y	Y	Y
Aikens	Ga.	Y	Y	Y
Eller**	Ga.	O	O	O
Lum	Hawaii	Y	Y	Y
Beaudoin	Idaho	Y	Y	Y
Johan	Ill.	Y	Y	Y
Price	Ill.	O	O	O
Smith, J.	Ill.	Y	Y	Y
Smith, M.	Ill.	Y	Y	Y
Hogan	Ind.	Y	Y	Y
Turner	Ind.	Y	Y	Y
Gilchrist	Iowa	Y	Y	Y
Mesicek**	Iowa	NR	NR	Y
Cole	Kansas	Y	Y	Y
Gunter	Kansas	Y	Y	Y
Carrico	Ky.	Y	Y	Y
Morton	Ky.	Y	Y	Y
Falcon	La.	Y	Y	Y
Green	La.	Y	Y	Y
McGary	Maine	Y	Y	Y
Foerster	Md.	Y	Y	Y
Jablinske	Md.	Y	Y	Y
Cannon	Mass.	Y	Y	Y
LaPlante	Mass.	Y	Y	Y
Matulaitis	Mass.	Y	Y	Y
Todd	Mass.	Y	Y	Y
Brown	Mich.	Y	Y	Y
Eckloff	Mich.	Y	Y	Y
Knaack	Mich.	Y	Y	Y
Schram	Mich.	Y	Y	Y
Swanson	Mich.	Y	Y	Y
Larson	Minn.	Y	Y	Y
Lindstrom	Minn.	Y	Y	Y
Armstrong	Miss.	Y	Y	Y
Jung	Mo.	Y	Y	Y
Myers	Mont.	Y	Y	Y
Rea	Nebr.	Y	Y	Y
Anderson	Nev.	Y	Y	Y
Mitchell	N.H.	Y	Y	Y
Johnson	N.J.	Y	Y	Y
Levitt	N.J.	Y	Y	Y
Moore	N.J.	Y	Y	Y
Peters	N.J.	Y	Y	Y
Prouty	N.J.	Y	Y	Y
Walters	N.J.	Y	Y	Y
Eachus	N. Mex.	Y	Y	Y
Cleveland	N.Y.	Y	Y	Y
Rumore	N.Y.	Y	Y	Y
Banks	N.C.	Y	Y	Y
Cummings	N.C.	Y	Y	Y
Stevens	N.C.	Y	Y	Y
Lipp	N. Dak.	Y	Y	Y
Dolgosh	Ohio	Y	Y	Y
Dorsey	Ohio	Y	Y	Y
Jones	Ohio	Y	Y	Y
Mollencopf	Ohio	Y	Y	Y
Van Gundy	Ohio	Y	Y	Y
Black	Okla.	Y	Y	Y
Jewell	Okla.	Y	Y	Y
Cornell	Oreg.	Y	Y	Y
Lee	Oreg.	Y	Y	Y
Bentz	OV	Y	Y	NR
D'Eramo	Pa.	Y	Y	Y
Epting	Pa.	Y	Y	Y
Hassall	Pa.	Y	Y	Y
Mechlowitz	Pa.	O	O	O
Noonan *	Pa.	Y	Y	Y
Patrick	Pa.	Y	Y	Y
Cortes	P.R.	Y	Y	Y
Lebron	P.R.	Y	Y	Y
Blanda	R.I.	Y	Y	Y
Davis *	S.C.	Y	Y	Y
Watson	S.C.	O	O	O
Dangel	S. Dak.	Y	Y	Y
Cage	Tenn.	Y	Y	Y
Wallace	Tenn.	Y	Y	Y
Bice	Texas	Y	Y	Y
Hughes	Texas	Y	Y	Y
Jennings	Texas	Y	Y	Y
Scott	Texas	Y	Y	Y
Taylor	Utah	Y	Y	Y
Becker	Vt.	Y	Y	Y
Gant	Va.	Y	Y	Y
Mika	Va.	Y	Y	Y
Wilson	Va.	Y	Y	Y
Horne	Wash.	Y	Y	Y
Miller	Wash.	Y	Y	Y
Prielipp	Wash.	Y	Y	Y
Johnson	W. Va.	Y	Y	Y
Carlin	Wisc.	Y	Y	Y
Craney	Wisc.	Y	Y	Y
Johnson	Wisc.	Y	Y	Y
Pershin	Wyo.	Y	Y	Y
Esbaum	Student	O	O	O
Savage	Student	Y	Y	Y
Santora	Retired	Y	Y	Y
Stockman	Retired	NR	NR	Y
Westbrook	Retired	NR	Y	Y
Bertollo	At Large	Y	Y	Y
Booth	At Large	Y	Y	Y
Marrone	At Large	Y	Y	Y
Moore	At Large	Y	Y	Y
McDougle	At Large	Y	Y	Y
Renshaw	At Large	Y	Y	Y
Smith	At Large	Y	Y	Y
Chase	Ex. Com.	Y	Y	Y
Hovey	Ex. Com.	Y	Y	Y
Lewis	Ex. Com.	Y	Y	Y
Mack	Ex. Com.	Y	Y	Y
Schleife	Ex. Com.	Y	Y	Y
Wilson	Ex. Com.	Y	Y	Y
Bradshaw	Ex. Com.	Y	Y	Y
Geiger	Ex. Com.	Y	Y	Y
Futrell	Ex. Com.	Y	Y	Y

**#1 – *John G. Mesicek* (Iowa), *Tracy Stockman* and *Joseph W. Westbrook* (Retired) were not present when the vote was taken but requested their affirmative positions recorded.

#2 – John G. Mesicek (Iowa) and *Tracy Stockman* (Retired) were not present when the vote was taken but requested their affirmative positions recorded.

#3 – Ron Bentz (Overseas) was not present when the vote was taken but requested his affirmative position recorded.

Jerry E. Eller (Georgia) was unable to attend the entire meeting because of a death in the family.

PROTECTING YOU FROM LIABILITY

As an NEA member, you're insured against loss of up to $1 million if you're ever sued in connection with your work. NEA's liability program offers these coverages: civil negligence, $1,000,000; civil rights violation, $250,000; criminal charge (if exonerated), $25,000 for attorneys' fees; bail bond, $1,000; property damage, $250.

NEA Educators Employment Liability Program
Summary Plan Description

I. INTRODUCTION
The purpose of this summary is to inform NEA members about the structure and principal provisions of the 1986-87 NEA Educators Employment Liability Program, referred to as the "EEL Program." Please remember that this is only a summary. If there is any conflict or inconsistency between this summary and the underlying contracts and documents, the contracts and documents must be controlling.

The "EEL Program" is an insurance plan designed to protect you, as an NEA member, against financial liabilities incurred as a result of certain kinds of accidents occurring in the course of your employment, including certain costs of providing a legal defense to claims against you.

The Program is administered by NEA and its state affiliates and is underwritten by the Horace Mann Insurance Company. The entire premium for the plan is paid by NEA.

This summary is being furnished in compliance with the Employee Retirement Income Security Act of 1974 (ERISA). As participants in the EEL Program, you are entitled to certain rights and protections under ERISA. These rights are summarized in Part VII of this summary.

II. GENERAL INFORMATION
PLAN NAME/SPONSOR: The Plan is generally known as the NEA Educators Employment Liability Program ("EEL Program"), and is sponsored by the National Education Association of the United States (NEA), 1201 Sixteenth Street, N.W., Washington, DC 20036, for its members.

TYPE OF PLAN/IDENTIFICATION NUMBERS: The EEL Program is a welfare plan providing accident liability insurance and reimbursement for attorney fees and court costs. NEA has been assigned identification number 530115260 by the Internal Revenue Service. NEA has assigned NUMBER 523 to this Plan.

ADMINISTRATION/PLAN ADMINISTRATOR: The EEL Program is administered by NEA pursuant to resolutions adopted by its Board of Directors and Executive Committee and pursuant to agreements between Horace Mann and NEA. Communications concerning any aspect of the Program should be addressed to Educators Employment Liability Program, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. The telephone number is (202)822-7080.

SERVICE OF PROCESS: If legal action involving the Program is necessary, legal process may be served upon the Plan Administrator. The agent for service of legal process is Lynn Ohman, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

TRUSTEES/COLLECTIVE BARGAINING AGREEMENT: Since all assets of the Program consist of insurance contracts and funds held by a licensed insurance company, there is no trust under the Program and no trustees. In addition, the EEL Program has not been established and is not being maintained pursuant to the terms of any collective bargaining agreement with any employer.

III. ELIGIBILITY
MEMBERS: All active, life, educational support, substitute, retired life, and student NEA members are automatically covered by the EEL Program.

IV. COVERAGE
ACCIDENT LIABILITY: Under the EEL Program, you are entitled to reimbursement for damages, up to a maximum of $1,000,000, and legal expenses incurred to defend you, as a result of certain "accidents" which occur in the course of your employment. An "accident" is an act which inflicts damages to someone other than yourself. The phrase "course of employment" means while you are engaged in activity which was undertaken pursuant to the terms of the employment contract or at the request or approval of your supervisor. (Coverage A)

EXCLUSIONS: You are not covered if the suit against you is—
- brought by another employee of an educational unit;
- based upon liability which you have expressly assumed under any contract or agreement;
- seeking solely declaratory, injunctive, and/or similar nonmonetary relief;
- alleging any violation of the criminal law, except civil damages arising out of your use of corporal punishment.

Certain activities are also excluded from coverage under the EEL Program, including:
- the rendering of medical or similar services except by licensed school nurses, physical therapists, occupational therapists, psychological therapists, or guidance counselors;
- a publication or utterance of defamatory statements;
- ownership, maintenance, operation, use, loading, or unloading of any vehicles **except**:
  1) driver training instructors who are riding as passengers in the course of their work;
  2) vocational education instructors engaged in teaching shop; and
  3) members supervising students entering or exiting a school bus.
- misuse of public and/or private funds;
- sale of food products or other goods manufactured by or under your supervision—except for home economics teachers and cafeteria workers, who are covered;
- use of firearms, except when physically restraining a student who is threatening others with firearms.

These are the major exclusions under this Program. Please consult the certificate of insurance for further details.

LEGAL AND DEFENSE FEES: You will be reimbursed for the following:
- Up to a maximum of $25,000 per occurrence for attorney's fees and expenses incurred in the defense of any criminal proceeding arising out of your employment except if the proceeding arises out of an action against another employee. Unless the proceeding results from your use of corporal punishment, you must be exonerated in order to receive reimbursement. (Coverage B)
- Up to $1,000 for bail bond premium as the result of an event occurring during your employment. (Coverage C)

ASSAULT-RELATED PERSONAL PROPERTY DAMAGE: You will be paid up to $250 for the damage or destruction of your own property or property in your custody if you are assaulted at school or while engaged in an authorized school activity. Such damages must exceed coverage provided by any homeowner's policy, and there will be no coverage for damage or destruction of a vehicle of any kind or for any property owned, leased or rented by an educational unit. (Coverage D)

V. TERMINATION OF COVERAGE
Coverage under the EEL Program will be terminated or reduced under the following circumstances: If you cease to be an NEA member, or if NEA decides to discontinue the EEL Program as a whole. Termination will not affect amounts due for claims arising prior to termination.

VI. CONTRIBUTIONS
SOURCE/AMOUNT/MEDIUM: NEA pays the entire cost of the EEL Program. The amount is determined by the NEA and the insurance company.

This is an unfunded welfare plan. All contributions made by NEA are applied to pay the premiums on the insurance policy issued by Horace Mann.

PLAN YEAR: The Program's fiscal records are maintained on the basis of an accounting year which ends on August 31 of each calendar year.

VII. CLAIMS
INITIAL PROCEDURES: If there is a claim for any benefits under the Program, you are to contact your state association's EEL coordinator within a reasonable time period and provide a copy of any and all relevant legal documents and a summary of the incident. The state EEL coordinator will thereupon forward to you the appropriate forms to fill out.

If unable to contact your state association's EEL coordinator, send a copy of all legal documents and the description of the events directly to Horace Mann Insurance Company, One Horace Mann Plaza, Springfield, Illinois 62715.

REVIEW OF DENIED CLAIMS: If you or any other person making a claim under the Program and NEA or the insurance company do not agree that benefits are payable, or do not agree as to the amount of the benefits payable, you should clearly state your objection(s) in a letter to NEA within sixty (60) days of the event. Write to Lynn Ohman, Manager, NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

VIII. YOUR RIGHTS UNDER ERISA
As a participant in the EEL Program, you are entitled to certain rights and protections under ERISA, as follows:
- You have the right to examine, without charge, at the offices of NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036, all Program documents, including the insurance contract (with riders and amendments) with Horace Mann and the pertinent resolutions adopted by the NEA Board of Directors and Executive Committee for the administration of the Program. You may also examine, without charge, copies of all documents pertaining to the Program filed by NEA with the U.S. Department of Labor, such as detailed annual reports and plan descriptions.
- You have the right to obtain copies of all Program documents and other Program information upon written request to NEA Legal Services at the above address. NEA Legal Services may make a reasonable charge for the copies.
- You are entitled to summary financial reports for the year ending August 31, 1987 when they become available.

In addition to creating rights for you, ERISA imposes duties on NEA and Horace Mann in its operation of the EEL Program. NEA is a "fiduciary." It has a duty to operate the Program prudently and in your interest. No one can prevent you from obtaining the insurance benefits to which you are properly entitled under the Program or from exercising your rights under ERISA. If your claim for a benefit is denied in whole or in part, you must receive a written explanation from Horace Mann for the denial. You have the right to have Horace Mann review and reconsider your claims. Under ERISA, there are steps you can take to enforce your rights. For instance, if you request Program materials to which you are entitled under ERISA and do not receive them within 30 days, you may file suit in federal court. In such a case, the court may require NEA to provide the materials and pay you up to $100 a day until you receive the materials, unless the materials were not sent because of reasons beyond NEA's control. If you have a claim for benefits which is denied or ignored, in whole or in part, you may file suit in a state or federal court. If it should happen that Program fiduciaries misuse the Program's money, or if you are discriminated against for asserting your rights, you may seek assistance from the U.S. Department of Labor, or file suit in federal court. The court will decide who will pay court costs and legal fees. If you are successful, the court may order the person you have sued to pay these costs and fees. If you lose, the court may order you to pay these costs and fees, for example, if it finds your claim frivolous. If you have any questions about the EEL Program, contact NEA Legal Services. If you have any questions about this statement or about your rights under ERISA, contact the nearest Area Office of the U.S. Labor Management Services Administration, Department of Labor.

ADVERTISEMENT

Why Over 25,000 Teachers Will Spend A Lot Less Time Grading This School Year
—*And How You Can, Too!*

This year more than 25,000 teachers across the country are going to have a lot more time on their hands.

Time they'll spend working with students, preparing classes, and doing the things they like to do outside school.

Why? Because instead of spending countless hours each marking period adding, converting, averaging, and verifying dozens of grades for each of their many students, they're going to let a hand-held calculator do it for the—*all with the touch of few buttons!*

That calculator, invented by Michigan educator John Brittan, is the amazing GradeMatic 100™. And it is quite simply, the ideal tool for tedious and tiresome grading computations.

Could *You* Use More Time?

Whether you use letter grades, numerical scores, or a combination of both, you, too, will save hours upon hours of time each marking period with the GradeMatic 100™.

And it's so simple to use.

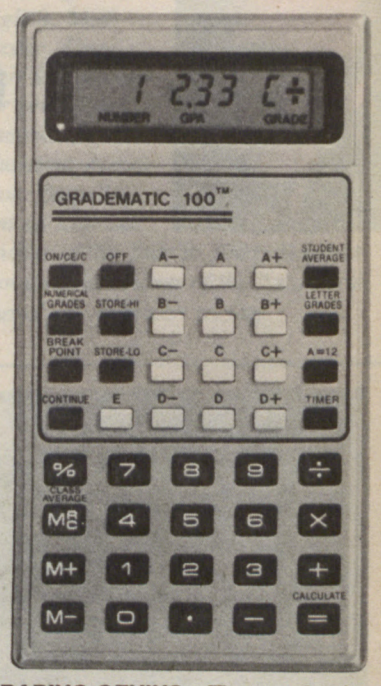
- **For letter grades** you enter directly on the patented letter-grade keyboard—*just as you read them off a gradebook.* Then simply press the *Student Average* key and instantly the GradeMatic gives you the final grade.
- **For numerical grades** you set the high and low passing point totals—*for a single assignment or for a whole semester's work*—then enter the students' scores and again press the *Student Average* key to find the grade.

With either kind of grading, you can enter up to 99 grades per student and up to 99 students per class for the automatic *Class Average* program.

- **You can even time tests** or activities with the GradeMatic's built-in Timer Alarm which counts up or down.

Compact and Complete

What's more, the GradeMatic lets you grade where and when you want. It measures a mere 2-3/4 x 5-1/4 x 1/4", so it fits easily in your purse or pocket. And it also works as a regular math calculator with percent, memory and battery-saving auto shut-off.



GRADING GENIUS—The new GradeMatic 100™ calculator puts an end to the drudgery of grading.

Educators Agree:

"I can't believe the time I save with this wonderful invention! It's so easy even my students can use it," **Gary Gelvet, Santiago Elem., Santa Ana, Calif.**

"I moved from 30 hours per grading period (to average grades) to less than 10 using the GradeMatic 100," **Sherrie D. Morritz, Grandview Jr. High, Phoenix, Arizona**

Best of all, the GradeMatic comes complete with *easy-to-follow instructions, full 1-Year Warranty, replaceable batteries (avg. life over 2 years!), and sturdy vinyl carrying case.*

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With all the time you save on your first marking period alone, the (tax deductible) $39.95 GradeMatic 100™ will pay for itself many times over.

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Or call Toll Free 24 hours everyday (including Sunday), **1-800-854-8075** *(in Calif., 1-800-231-0546).*

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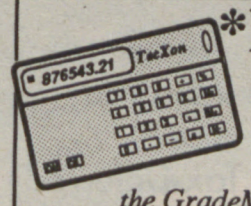

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Get this FREE four-function credit-card calculator just for trying the GradeMatic. That's right — you get a second calculator absolutely free. And you can keep this one even if you decide to return the GradeMatic. So don't delay. This is a limited time offer. **Order yours today!**

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BOOK BEAT

Ready or Not, Here Come the Nineties

Oxford Analytica is a private English "think tank" that was commissioned by three major American corporations—American Express, Bristol-Myers, and Sun Oil—to undertake a "rigorous and detached analysis of America's future."

America in Perspective is the very readable summary of that analysis made by an interdisciplinary team of British academics. Educators interested in the reshaping of American schools will find in it a wealth of trends and possibilities to consider as we plan the reshaping.

Part I is especially important to educators because it focuses on social change. Can schools ever return to a partnership with the home if, as Oxford Analytica predicts, women are soon as likely as men to be in the labor force? If men increasingly work in the "informal economy," doing odd jobs "off the books" for neighbors? If children are increasingly likely to grow up in complex households containing siblings from several marriages?

Or, what if Hispanic Americans not only become the largest minority in the next decade (as projected) but also do not assimilate, as Oxford Analytica suggests. Consider the impact on the bilingual education debate. Or take this prediction: that racial and ethnic discrimination will decline but social and economic class will become more significant determinants of opportunity than ever before in the American experience. What are the implications for education?

As politically active educators, we must also give careful attention to the contention of Part II that American politics will never be the same again. Voter apathy will continue, the authors predict; the influence of political parties will further diminish; the presidency will become "an institution without adequate political leverage."

What might it mean to our profession if—as predicted—the conservative climate continues and there is a further fragmenting of the electorate? Such an electorate—lacking party, ethnic, or class loyalties—doesn't look to government for positive action, but rather seeks "individual favors in a context of less government all around."

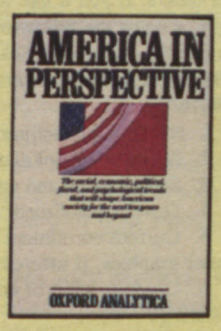
The third part of the book, on trends in the economy, may be of least importance to educators—with the exception of its analysis of employment trends. The changes in U.S. employment patterns seem to be creating a split between "good jobs," which require high-level skills and pay well, and "bad jobs," which do neither.

The first category demands a highly qualified workforce; the latter, workers with little specific knowledge but with the capacity to be retrained. We educators need to reconsider what public education can do to help all Americans participate in the workforce in a way they find satisfying.

In the book's fourth and final section, Oxford Analytica generalizes about America "into the 1990s," and it's interesting to gain a British point of view as to what lies ahead for the U.S. But the real strength of *America in Perspective* for educators is that it wasn't written from the perspective of the educator. Consequently, the book doesn't tell us what the trends will mean to American education. Instead it can serve as a catalyst for vital discussions among ourselves about how to change American schools in response to a changing society.

Reviewed by LeRoy Hay, teacher of English, Manchester (Conn.) High School; former president, Manchester Education Association. Since his stint as National Teacher of the Year in 1983, Hay has been an avid student of the "alternate futures" of American society.

AMERICA IN PERSPECTIVE: MAJOR TRENDS IN THE UNITED STATES THROUGH THE 1990's



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Letters

Spreading the Word

I wanted to shout "Hooray!" when I saw your November cover story on thinking skills.

I often feel like a missionary trying to spread information about teaching thinking skills instead of memorization and recall skills. It was great to see your article and find out there is so much interest nationwide in developing thinking skills.

Terry Cannon
Englewood, Ohio

Let States Do It?

I read the November article on national certification with some amusement and not a little apprehension. It seems that this proposal stands in sharp contrast to NEA's position on merit pay.

If state requirements were strong we might engender a far more positive outcome. To begin with, states ought to eliminate all temporary certificates except those issued to recent college graduates.

NEA should take to task any of its own members who are improperly certified at the state level.

Might we also work for a national minimum pay scale?

Theodore Good
East Stroudsburg, Pennsylvania

Teach Creationism?

I am disturbed NEA has wasted time and money opposing the teaching of creationism as a science ("Human Rights," November). I would feel relieved if my state had a law protecting students from the teaching of evolution as fact.

The theory of evolution is a necessary part of atheism, which should not be the religion of public schools. There are no substantial facts proving humankind evolved from lower life forms.

I challenge NEA to ask our membership where they stand before representing the entire body.

James Ellis
Bethesda, Ohio

The U.S. Supreme Court has on its agenda a Louisiana law which mandates that wherever evolution is taught as a science, creationism must also be taught.

Both are theories which remain to be proven; the ultimate truth is a matter of faith. There are many well-known scientists who believe in both theories. Many believe that all that science has shown is how life develops, and that the similarity of anatomical development may be proof of a common "architect."

Schoolchildren should learn about both theories to form their own conclusions. We will never know all there is to know about anything. At best we can form a hypothesis as a basis of reasoning, but never assume that what we believe is the absolute and only truth!

Joseph H. Avellone
Highland Heights, Ohio

Time and time again when I chance to pick up a copy of *NEA Today*, someone has sounded off about the unconstitutionality of teaching religion in the public schools. Each time it is called a violation of the Constitution's separation of church and state.

In 1961 the Supreme Court ruled that humanism is a religion. Yet the NEA is the biggest promoter of it. Stop teaching *that* religion, and you won't have to waste valuable space in your paper lambasting those who are not swayed by the biased surveys of such noncredible organizations as People for the American Way.

Karen E. Hodge
Kingman, Indiana

I am very disappointed that *NEA Today* would stoop to the use of a cartoon such as the "Cheeverwood" strip. NEA is too intelligent for the "if you can't beat 'em, laugh at 'em" attitude portrayed. This does not help our image as an objective, fair organization that is tolerant of others, even when we disagree.

You certainly do not believe the stereotype of this cartoon—that all creationists are ignorant dogmatists who don't know the difference between science and Archbishop Ussher (incidently, you had his name misspelled). You surely know that no reputable scientist who considers supernatural creation as the more plausible explanation for our existence would place *any* credence in Ussher's calculations, just as no reputable evolution-scientist fits the distortions heaped on in the Scopes trial.

So please, let's not mock those with whom we disagree. This is not the substance of which intelligent behavior is made!

Elmer H. Maust
Accident, Maryland

Thank you for the excellent articles in *NEA Today*. However, I am really perplexed that you oppose the teaching of creationism.

Darwin never claimed evolution was pure science—instead he called it a theory to be proven.

When I was in high school in the 30's, they taught me science. The course included these *facts*:

► The atom is the smallest particle of matter.

► Light cannot be bent.

► It can be mathematically proven that no one can ever get to the moon.

Science does not create anything, it only discovers. Creationism uses the scientific method of observation to logically determine the presence of a "superior being" in view of the organization, beauty, and diversity of all the universe.

Those of us who believe in creationism do not desire the elimination of the teaching of the theory of evolution or of any other knowledge. Recently I showed a tape on Greek mythology—the Greeks' explanation of how the world was created. I cannot now teach how the Hebrews explained creation? How illogical can an educator get?

Ruth C. Greace
Hubbard Lake, Michigan

I applaud NEA's intervention in the Louisiana creationism case now before the Supreme Court, but I am also appalled by your coverage in the November issue. Surely that onerous law does not literally require public school teachers "to use the Bible as a textbook in their science classes."

It seems to me that the legal arguments discussed in your article and elsewhere are cumbersome and confusing. The issue is really quite simple. Under certain conditions, the law requires teachers to teach (1) that the earth, stars, and all life forms suddenly came into being a few thousand years ago just as we know them today; and (2) that requirement number 1 is good science.

The problem is that the second requirement is utterly false, requiring teachers to teach lies. Science is a structure of ideas based on observations, and there are *no* observations that would lead anyone to conclude that the cosmos came into being suddenly in full bloom.

In fact, the men who discovered evolution were creationists until their discoveries shocked them into the realization that the book of Genesis could not be literally true.

In the absence of observations that lead to or even support a creation theory, we must conclude that creationism is not science. It therefore has no place in a public school, nor indeed in *any* science classroom.

John E. Beach
Massillon, Ohio

NEA Business?

I recently reviewed the federal legislative policies of NEA listed in the 1986 Representative Assembly report.

I do not believe the Association has any business endorsing noneducational legislation. Items such as family planning, protection of the elderly, and gun control are controversial.

Although I personally agree with many of the endorsements, I think the Association's motives could be questioned by members and nonmembers alike.

Let us, as educators, be impartial on political and moral concerns and stick to educating the young, improving credibility with the public and solidarity with each other.

Daryl Jacobson
Okanogan, Washington

NEA Business!

I heartily agree that NEA should support state action on health care ("You and Your Retirement," October). I would like to commend NEA for putting a priority on working for a universal health insurance system provided by public and private agencies to assure health services to all.

Help Shape NEA

NEA policy is determined by the positions spelled out in annual resolutions adopted by vote of the Representative Assembly. The Resolutions Committee will be meeting March 4-8, 1987, to consider suggestions for revising this document based on the changing needs of the Association and its members.

As a member, you may submit ideas to the Committee in care of staff contact Frank Masters at NEA Center. Deadline for submissions is February 20.

Consult your 1986-87 *Today's Education* for the list of current resolutions.

In most cases, when teachers retire they lose the health insurance coverage that was provided by the school district. NEA must continue to urge state Associations to work to provide adequate and affordable health insurance coverage for all retired teachers.

Linda Grant
Stevens Point, Wisconsin

Computer Graphics

We've been offering computer graphics courses for the past three years and find that other school systems are looking into beginning a program. We'd like to act as a facilitator in establishing contacts for others. If you'd like to take part, send us the following information at Birney Middle School, 27225 Evergreen, Southfield, MI 48076:

1. Name of contact person
2. Name of school district
3. School name and address
4. District enrollment
5. Current enrollment in computer graphics, if offered
6. Grade level(s) of current offerings
7. Stage of program evolution (established, new, or interested in starting).

Please enclose a self-addressed, stamped, business-sized envelope. Our aim is only to act as facilitators; we're interested in opening the lines of communication among educators.

William White and *Gary Sawicke*
Southfield, Michigan

School Reunion

We are trying to locate teachers who taught at the American Dependent (Yoyogi) School in Tokyo between 1946 and 1959. We'll be honoring the principal of the school, Ruth "Dicky" Hamill, at an August 1987 reunion in San Diego. For further information, contact me at P.O. Box 471, Woodacre, CA 94973.

Hillis Newcomb
Woodacre, California

MISSING CHILDREN

The children pictured here have disappeared from their homes. They've been reported to NEA by the National Center for Missing and Exploited Children, a nonprofit organization funded through the U.S. Department of Justice.

If you think you've seen any of these youngsters in your school or elsewhere, please contact the Center immediately at **800/843-5678.**

Nicole Louise Morin
Born: 4/1/77.
Last seen: 7/30/85 in Etobicoke, Ontario, Canada.
4', 51 lbs., brown eyes, brown hair.

Anthonette Cayedito
Born: 12/25/76.
Last seen: 4/6/86 in Gallup, N. Mex.
4'7", 55 lbs., brown hair, brown eyes.

Sarah E. Pryor
Born: 1/13/76
Last seen: 10/9/85 in Wayland, Mass.
5'2", 100 lbs., blonde hair, hazel eyes.

Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036. We reserve the right to edit letters for length.

Debate

Should public high schools provide comprehensive health care to students?

YES

Association member Dorothy L. Patterson, a school nurse and health education teacher, is director of the Teen Parent Assistance Program at Grant Continuation High School in Oakland, Calif. She's also involved in planning a new comprehensive student health service at Oakland's Fremont High School.

It's easy to justify school-based comprehensive health care for high school students: kids can't take advantage of the education we're offering them unless they're in good health. We need to make sure treatment is available for the physical and emotional problems that distract students from school.

For teenagers, emotional concerns are paramount. The most severe problem is depression; the most common is anxiety—not necessarily clinical anxiety, but worries over family, the future, grades, boyfriends. The kids may need counseling or mental health services. Or they may just need someone to help them communicate with their families.

To provide such services, we're setting up a comprehensive health care clinic for all Fremont students whose parents wish to enroll them. In an era when breadwinners are being forced out of manufacturing jobs with good medical insurance into service jobs with poor coverage, families may not be able to take care of children's health needs except in emergencies. Nor, in an era of budget cutbacks, are Medicaid or public clinics easily available.

The district will operate the health program in the school building in cooperation with local hospitals and nonprofit agencies, which will supply some staff. In addition to the school nurse, clinic staff will consist of a full-time coordinator, medical technician, and health educator, as well as a part-time social worker and nurse practitioner.

The clinic already has an advisory committee of students, parents, and neighborhood leaders to recommend policy—including policy in handling the controversial subject of sex-related health problems. The obvious one is whether the clinic should distribute birth control materials or prescriptions. Some in-school clinics do, but I can't predict what the committee will say on that question.

I know members feel it's as desirable for the clinic to help kids who are not sexually active to stay that way as it is to work with those who are already active.

When services such as birth control are not available on site, however, I think it would be a violation of professional duty not to give information about where they are available if a youngster asks. Parents can keep their child from receiving such "reproductive services"—or any other services—just by saying so on the child's enrollment form.

Our philosophy is that in health education it's important to let kids know there are things that will endanger them. In sex education that means making clear that early involvement in sex is "heavy-duty" worry. Pregnancy correlates with dropping out of high school and with welfare dependence. Sexual activity can also lead to sexually transmitted diseases.

Nor is sex the only health hazard for teenagers; I haven't even mentioned drugs. The important thing is to get across to kids at this age that they can take deliberate action to avoid hazards, to lower the risks to their health.

Today's kids are bombarded by all the influences adults are bombarded by. And they don't have the same kinds of participation in their lives by church and family as in the past. They have instead lots of discretionary time—when they're influenced by peers, music, advertising. We let them develop on their own when they need structure.

During a sabbatical two years ago, I visited school health centers in other U.S. cities and in other countries. One characteristic that was common to all successful programs: they looked at real situations that adolescents would encounter and tried to provide them with knowledge and attitudes that would enable them to make the right decisions when the time came.

NO

Joe Shelton teaches Spanish and U.S. history at Pleasant Grove (Utah) Junior High. He's also taught in his district's dropout prevention program. This 21-year teaching veteran and former local Association president has been a delegate to the NEA Representative Assembly for 10 years.

To equip, supply, and staff a clinic in each of America's secondary schools would require phenomenal amounts of federal, state, and local money. At the expense of which other programs?

In a time of shrinking funds it's unwise to spend education dollars on something that students in need can get from other sources.

The funding question also contains a subquestion: who would be liable if something went wrong? If a serious condition wasn't diagnosed? Would school boards, like doctors, be required to carry the additional burden of exorbitantly priced liability insurance?

But money is not the only problem with in-school health clinics. The term "comprehensive health care" is a disguise to confer respectability on school-based clinics that offer students pregnancy testing, contraceptive distribution and counseling, prenatal and postpartum care, abortion counseling, etc. Some clinic planners are said to admit openly that the "comprehensive" character (physicals for sports, weight-loss programs, etc.) is a smokescreen to insure privacy while delivering contraceptives to the children.

This is an insidious challenge to parental authority. Usurping parents' control over their children's moral and sex education and their health care undermines the strength and solidarity of family units. It is also counterproductive to the achievement of family stability—so necessary to education, our primary business.

Wisdom would dictate that such a volatile and disruptive force not be sponsored by or even closely associated with public education. Our profession will suffer if the schools become the focal point of an issue that polarizes communities. We should avoid the battleground. This is not our fight. School is not the place!

It's true that all educators share responsibility for helping students learn to make wise choices. But the liberal dispensing of condoms and pills merely confuses children. For adults to provide these items in a school setting suggests that premature sexual activity is condoned and legitimized. Again, school is not the place!

In a recent op ed piece in the *Wall Street Journal*, Stan Weed, director of the independent Institute for Research and Evaluation in Salt Lake City, summarized the results of two of his latest studies. He found that as the number and proportion of U.S. teenagers served by family planning clinics increased, teen pregnancy rates did not decrease—although teen birthrates did, because of the increase in abortion rates.

"Apparently," Weed concluded, "the programs are more effective at convincing teens to avoid birth than to avoid pregnancy."

The true conflict is not over birth control, however. It is over whether the new morality associated with clinics, which sees children as isolated individuals rather than as family members, will destroy the old morality of family and church. The "old" morality is more positive and supportive of educational goals. It can also be shown to be more effective in the battle against teenage pregnancy and other evils of contemporary life.

During the past year I taught in a dropout prevention program, which dealt mainly with students who said they were sexually active and used alcohol and drugs. None of them wanted help or trusted advice. Their sole motivation for participating in the program was to avoid parental discipline or the next trip to court. I fear those most in need of help will shun it as another extension of authority over them.

It's not school-based clinics our adolescents need. Let's put our money (we'd need much less) and effort instead into teaching kids the values of home and family, chastity and sobriety. □

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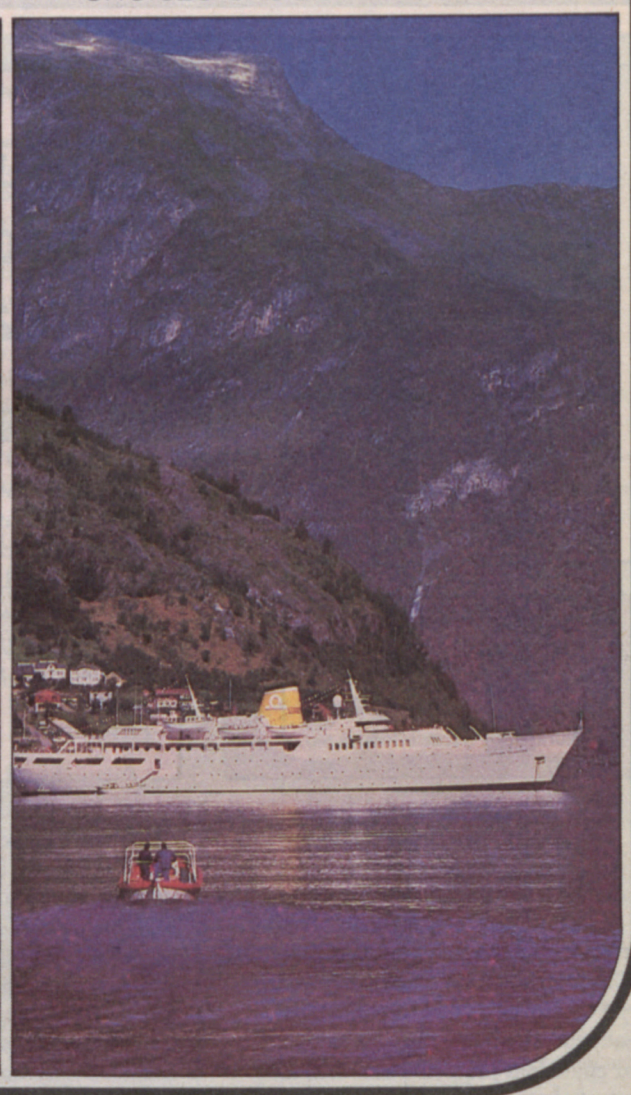

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